



## Report

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**Virginia Department of Education  
Division of Special Education and Student Services  
March 2003**

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## Introduction

The Department of Education's Virginia Special Education Improvement Plan is a dynamic, strategically designed plan to enable children and youth with disabilities to meet performance goals. Under this plan, which is based on a variety of data, Virginia's leadership and technical assistance will focus on improving student learning. The plan has three strategic directions; school completion and graduation, personnel development, and parent and student involvement. Each strategic direction has indicators to measure performance toward achieving the goals.

The Virginia Department of Education will report periodically on the state's progress toward meeting the goals of this plan and achieving the following objectives:

- provide parents, teachers, related services personnel, administrators, faculty in higher education, and state and local policymakers with information regarding the state's progress on achieving the goals of the plan, and
- sustain the momentum for other partners to work toward achieving the goals.

More information about the Virginia Special Education Improvement Plan, including copies of the reports, may be obtained from the Virginia Department of Education (VDOE) Web site at the following address, <http://www.pen.k12.va.us/VDOE/sped/data.shtml> or by calling the Office of Special Education.

Phone Numbers:

voice phone 804-225-2932

voice toll-free 800-422-2083

TDD toll-free 800-422-1098

## The Framework

The framework for Virginia's Special Education Improvement Plan was developed through extensive discussions with parents, students, administrators, and teachers, as well as representatives from the business community, university faculty, other state and local agencies, and advocacy agencies and groups. These stakeholders agreed that school programs need to be guided by student results as well as compliance with regulations. The plan is grounded in the Virginia Board of Education's vision, mission, and goals.

The **VISION** of the Board of Education and the Superintendent of Public Instruction is to ensure, through high academic standards and accountability, that an effective education program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The **MISSION** of the Board of Education and Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and achievement.

The **BELIEFS** of Virginia's State Improvement Plan partners reflect agreement with high student expectations and consistent family involvement in the education process.

- High expectations, program accountability, and program supports influence the ability of students with disabilities to demonstrate improved learning and achievement.
- Families working as partners with educators and other service providers lead to more successful outcomes in the education of students with disabilities.
- Students with disabilities have the same rights and responsibilities as other students, including equal access to programs and activities.
- Students with disabilities are entitled to a safe and supportive educational environment that is conducive to learning.
- Communities that value all individuals as productive contributors to that community create an environment of success for all students.
- A comprehensive system of interdisciplinary, research-based training for educators and related service providers is essential to ensuring the availability of qualified and effective personnel.
- Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

The **Individuals with Disabilities Education Act** (IDEA) supports early intervention and education leading to an increasing number of young adults with disabilities who:

- attend post-secondary education;
- find competitive employment at comparable rates to young adults without disabilities; and
- live independently as they enter adulthood.

The **PURPOSE** of Virginia's Special Education Improvement Plan is to improve and sustain the system and infrastructure needed to support students with disabilities as equal participants in Virginia's vision and mission for all students and to enable the achievement of IDEA's goals.

## Strategic Directions and Goals

The Virginia Special Education Improvement Plan has three strategic directions targeting broad areas for improvement and specifies five performance goals as a way of assessing improvement. The performance goals are aligned with the strategic directions.

### **Strategic Direction I: School Completion and Graduation**

To facilitate, in cooperation with local education agencies, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

*Goal 1. Increase the statewide percentage of students with disabilities graduating and successfully completing school.*

### **Strategic Direction II: Personnel Development**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

*Goal 2. Promote and increase the supply of qualified special education and related services personnel who are qualified in the special education area assigned.*

*Goal 3. Promote ongoing professional development opportunities that demonstrate and instruct research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all areas.*

*Goal 4. Ensure ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide personnel development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.*

### **Strategic Direction III: Parent and Student Involvement**

To improve meaningful parent and student involvement with special education services.

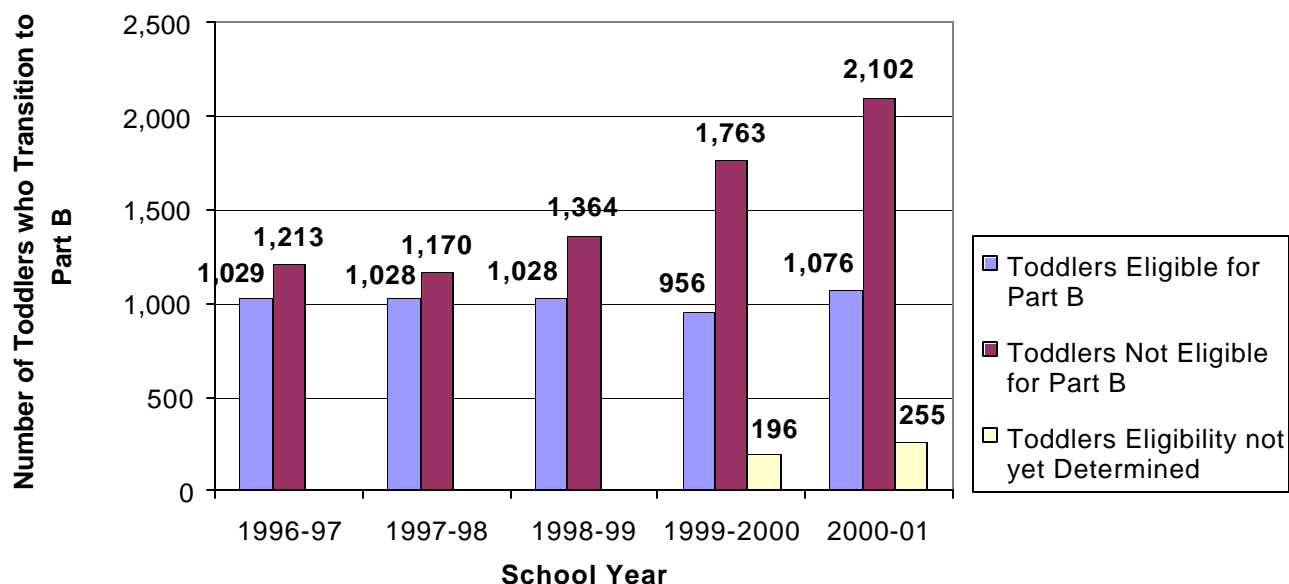
*Goal 5. Increase parents' and students' active participation in special education decision making.*

## Demographic Data

**Transition of Toddlers from Early Intervention to Part B in Virginia** – These data represent the number of toddlers who have received early intervention services and are referred to or are in transition to special education services. The number of toddlers receiving early intervention services that are eligible and not eligible for Part B early childhood special education is unpublished data, which are collected from local early intervention coordinating councils. The count is reported using data from December 2<sup>nd</sup> of a year through December 1<sup>st</sup> of the following year and reflects all children who exited Part C early intervention services due to age, family choice, or determined to no longer need early intervention services.

In 1996-97, 46 percent of infants and toddlers receiving early intervention services were found eligible for Part B early childhood special education (1,029 eligible and 1,213 not eligible). In 1997-98 this percentage was 47 percent (1,028 eligible and 1,170 not eligible). In 1998-99 the percentage of toddlers who were eligible for early childhood special education was 43 percent (1,028 eligible and 1,364 not eligible). In 1999-2000 federal reporting requirements changed to also capture children who were in the referral process at the time of reporting. During 1999-2000, 956 toddlers were eligible for early childhood special education, 196 were in the referral process, and 1,763 children exited early intervention services. In 2000-01, 1,076 children were eligible for early childhood special education, 255 were in the referral process, and 2,102 children exited early intervention services. The data source is the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services, Part C Office, Infant Toddler Connection of Virginia (1996-2001).

**Graph 1 - Number of Toddlers Who Transitioned from Early Intervention to IDEA Part B in Virginia.**



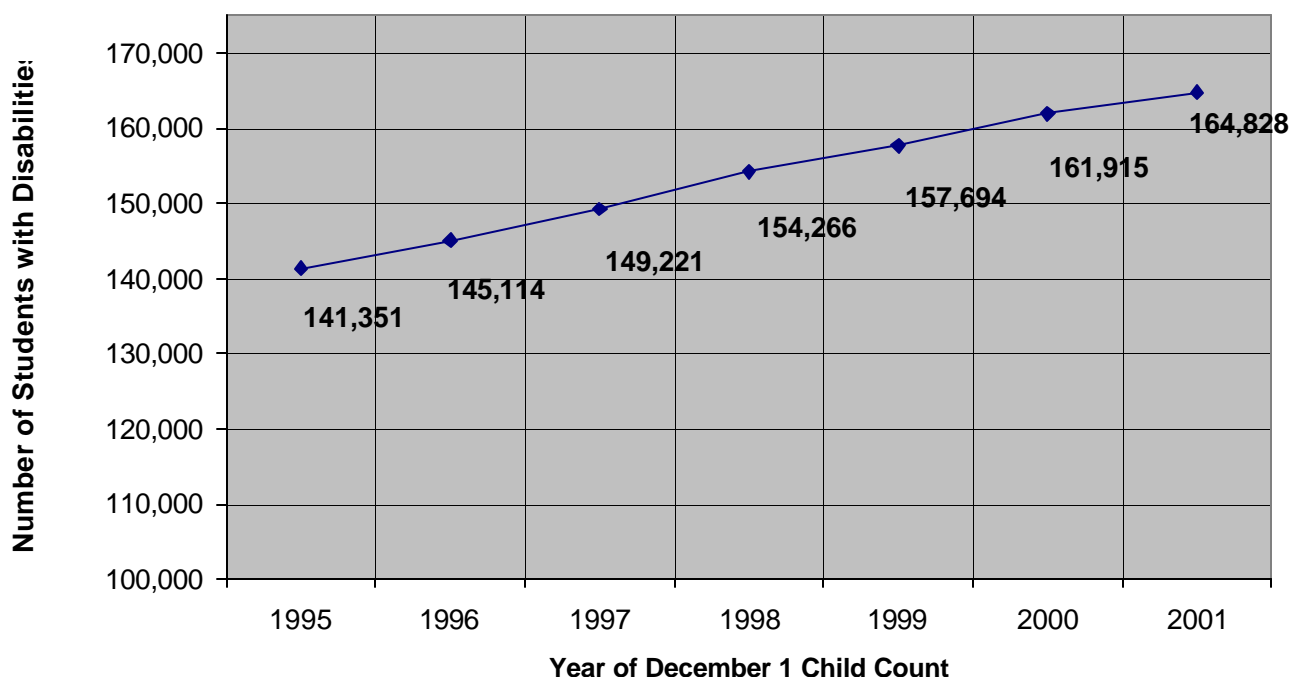
Introduction, Demographic Data, continued

**Number, Disability Category, and Race/Ethnicity of Students with Disabilities in Virginia -**

These data provide the number, disability category, and race/ethnicity of students with disabilities, ages 3 to 22, inclusive.

In 1995 annual membership in public schools reflected 1,079,854 students enrolled in Virginia's public schools; in 2001 this number had increased to 1,163,094 students. With this growth, school divisions across the state have experienced an increase in the number of students with disabilities. In the 1995 December 1 Child Count, 141,351 students with disabilities were served under the Individuals with Disabilities Act (IDEA), or 12.2 percent of the general school population, compared with 164,828 or 14.2 percent of the general population in the 2001 December 1 Child Count. The data source is the Virginia Department of Education, Office of Special Education, Federal December 1 Child Count (1995-2001).

**Graph 2 – Number of Students with Disabilities in Virginia, Ages 3-22.**



Introduction, Demographic Data, continued

**Table 1 - Number of Students by Disability Category in Virginia, Ages 3-22**

<b>Disability</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Mental Retardation	13,077	13,191	13,378	13,488	13,553	13,257	13,314
Severe/Profound Disability	1,373	1,491	1,236	1,259	1,222	1,189	1,132
Hearing Impairment	1,256	1,235	1,334	1,293	1,320	1,342	1,533
Speech-Language Impairment	31,577	31,297	31,134	30,739	30,531	30,661	30,071
Visual Impairment	484	452	462	462	477	449	492
Serious Emotional Disturbance	11,808	11,875	12,192	12,723	13,213	12,998	13,113
Orthopedic Impairment	859	876	867	830	938	840	861
Other Health Impairment	4,212	5,982	7,818	9,414	10,267	14,086	16,539
Autism	918	1,152	1,333	1,521	1,953	2,226	2,702
Specific Learning Disabilities	65,867	66,096	66,695	67,847	69,438	69,285	69,705
Deaf-Blindness	1	2	4	3	7	6	13
Multiple Disabilities	1,282	1,464	1,868	2,027	1,900	2,525	2,702
Developmental Delay	8,452	8,905	9,763	11,488	12,590	12,738	12,360
Traumatic Brain Injury	185	192	284	285	285	313	341

**Table 2 - Number of Students by Race/Ethnicity in Virginia, Ages 3-22**

<b>Ethnicity</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
American Indian / Alaskan	235	245	269	301	332	385	413
Asian Pacific Islander	2,227	2,296	2,375	2,547	2,787	2,922	3,064
Black	39,657	41,110	42,134	44,196	47,229	48,655	49,490
Hispanic	5,949	6,374	7,298	7,872	6,972	7,488	8,452
White	94,750	95,551	97,601	99,777	101,718	103,792	105,192



## **THE PERFORMANCE INDICATORS AND IMPROVEMENT ACTIVITIES**

Each strategic direction has performance indicators that provide information for gauging the state's progress toward meeting the five goals. Analysis of the information guides changes in improvement strategies and is used to report progress to stakeholders. The performance indicators use data from a variety of sources that are gathered at different times. The indicators are dynamic and subject to change based on their integrity and usefulness.

The Virginia Department of Education's focus is on achieving the goals set forth in the improvement plan. As a result of using information identified from the review of performance indicator data and other sources, improvement activities are implemented to connect the strategic directions and goals. Data are continuously reviewed to determine the impact of activities on results for children and youth with disabilities.

## Strategic Direction I - School Completion and Graduation

### Goal 1 - School Completion and Graduation

To facilitate, in cooperation with school divisions, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

#### **Goal 1**

Increase the statewide percentage of students with disabilities successfully completing school and graduating from school.

Students with disabilities have a variety of options for earning diplomas or completing programs. They are:

*Advanced Studies Diploma*  
*Standard Diploma*  
*Modified Standard Diploma*  
*Special Diploma*  
*Certificate of Program Completion*  
*General Education Development Certificate (GED)*

During this time period Virginia established new policies to increase academic expectations of students and revised school graduation requirements. Performance indicators reflecting progress toward school completion and graduation include: participation in and performance on state tests, school exit, and post-secondary trends, as well as procedural compliance that may impact school completion.

Strategic Direction I, Goal 1, Performance Indicator A

## Placements of students with disabilities

**Types of Placements Indicator** - This indicator reports data from school divisions and state operated programs for students with disabilities served along the continuum of placements as defined by federal regulations.

**Explanation** – States are required to report placement data for students, ages 3 to 5, and ages 6 to 21. Placement options for students, ages 3 to 5, are intended to reflect service delivery in a natural setting for pre-school students. Separate reporting categories for students, ages 3 to 5, started in the 1998-99 school year. Early Childhood Setting (Not Special Education) and Early Childhood Setting (Special Education) reflect provision of special education services in programs designed primarily for students without disabilities and for students with disabilities. Totals reported for itinerant services are primarily for pre-school age, speech-only, students.

Totals reported for students, ages 6 to 21, reflect the number of students receiving special education in a regular school. These totals do not mean that special education services are provided in the regular classroom. Totals reported for public residential setting are for students served in state-operated programs, including the two state Schools for the Deaf and Blind in Staunton and Hampton. Totals reported under correctional facilities include students served by the Department of Correctional Education and students who are incarcerated served by school divisions in local jails, starting with 2000-01 school year data.

**Comments** – In the 1998-99 school year, 97 percent of students, ages 6 to 21, were served in regular school buildings. For the 2001-02 school year, 96 percent of students, ages 6 to 21, were served in regular school buildings. The number of students served in state-operated programs has decreased. The number of students served in private day and residential programs has increased since the 1998-99 school year.

### Data Source

Virginia Department of Education, Office of Special Education (1998-2002). *Federal December 1 child count*. Richmond, Virginia: Author.

Virginia Department of Education, Office of Special Education (1998-2002). *Part B, individuals with disabilities education act, implementation of FAPE requirement*. Richmond, Virginia: Author.

**Table 3 – Number and Type of Placements for Children with Disabilities in Virginia, Ages 3 to 5**

Placements	1998-99	1999-2000	2000-01	2001-02
Early Childhood Setting (Not Special Education)	2,704	2,572	3,199	3,244
Early Childhood Setting (Special Education)	5,612	6,744	7,068	6,771
Home	568	830	984	810
Part Early Childhood (Not Special Education) and Early Childhood (Special Education)	1,872	938	1,180	774
Residential Facility (Public or Private)	26	15	20	13
Separate School (Public or Private)	94	97	67	50
Itinerant Service	2,752	2,763	2,790	2,907
Reverse Mainstream	85	64	107	60

Strategic Direction I, Goal 1, Performance Indicator A, continued

**Table 4 - Number and Type of Placements for Children with Disabilities in Virginia, Ages 6 to 21**

Placements	1998-99	1999-2000	2000-01	2001-02
Regular Setting	135,996	139,506	142,610	144,726
Public Separate Facility	1,507	1,669	2,122	2,085
Private Day Program	897	950	1,052	1,404
Public Residential	339	274	304	274
Private Residential	367	400	462	498
Home-Based	393	528	585	650
Hospital	8	46	19	10
Correctional Facility	505	621	633	518

Strategic Direction I, Goal 1, Performance Indicator B

## Services in the regular setting received by students with disabilities

**Services in the Regular Setting Indicator** – School divisions report data on numbers of students who receive some or all of their special education services in a regular school setting.

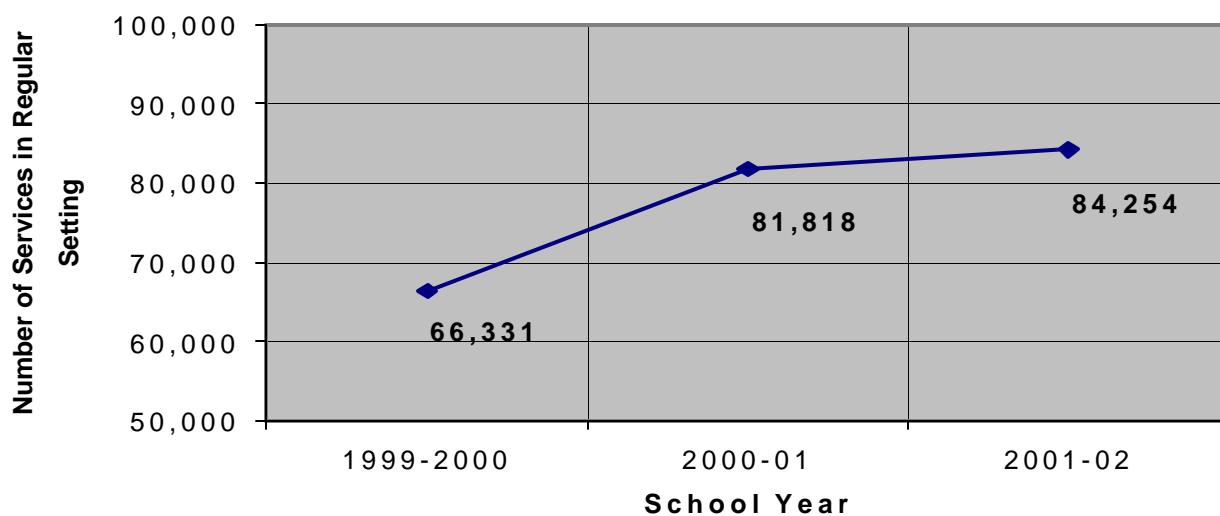
**Explanation** – Starting with the 1999 December 1 Child Count, school divisions were asked to report data on numbers of students who receive some or all of their special education services in the regular classroom.

**Comments** – Data for this indicator show an increase in numbers of students receiving some or all of the their special education services in the regular classroom.

### Data Source

Virginia Department of Education, Office of Special Education (1999-2002). *Federal December 1 child count*. Richmond, Virginia: Author.

**Graph 3 – Number of Students with Disabilities Who Received Some or All of Their Special Education Services in the Regular Setting**



Strategic Direction I, Goal 1, Performance Indicator C

## School exit by program completion for students with disabilities

**School Exit by Program Completion Indicator** - This indicator reports the percentage of students with disabilities, ages 14 to 21 inclusive, that complete school programs.

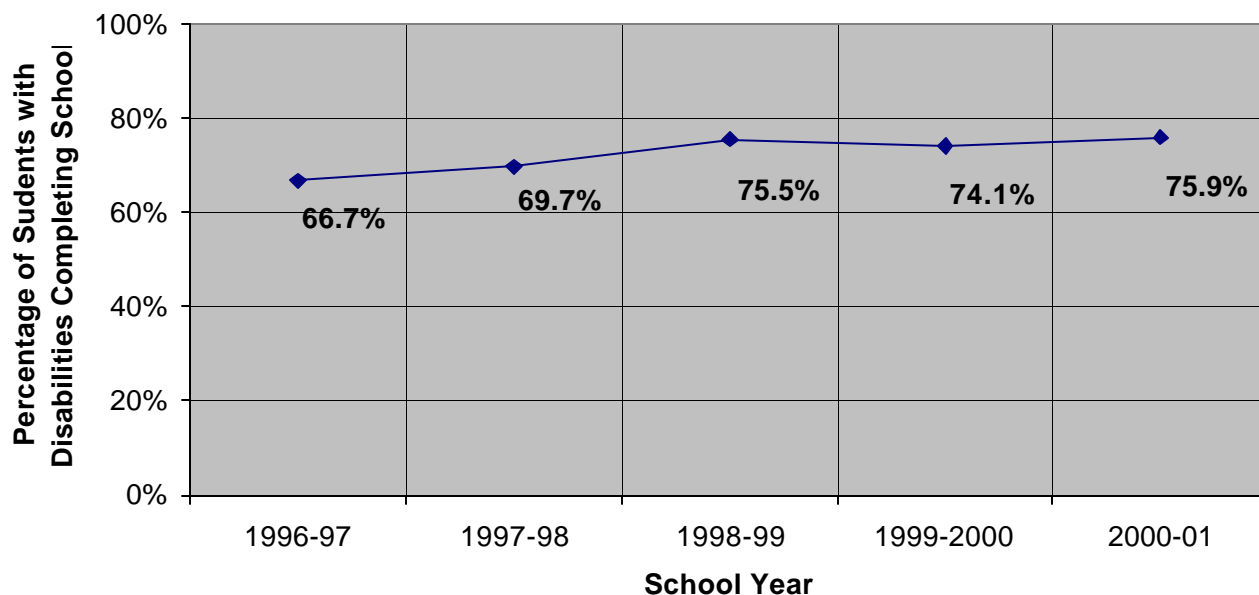
**Explanation** - This indicator reports on students with disabilities, ages 14-21 inclusive, who complete school each year. For students with disabilities, school completion means exiting school by receiving a diploma (Advanced Studies, Standard, or Modified Standard), receiving a certificate (Special Diploma, Certificate of Completion, or General Education Development certificate), or reaching the maximum age for school attendance. The completion percentage was obtained by dividing the number of students with disabilities who completed by the number of students with disabilities who completed and the number of students with disabilities who dropped out of school.

**Comments** - In the 1996-97 school year 66.7 percent or 4,412 students with disabilities completed high school compared with 69.7 percent or 4,915 students in 1997-98 and 75.5 percent or 5,170 students in 1998-99; 74.1 percent or 5,468 students in 1999-2000 and 75.9 percent or 5,794 students in 2000-2001. The VDOE will continue to examine these data to see how the state's education reform initiatives affect school completion and graduation rates as the new graduation requirements become effective.

### Data Source

Virginia Department of Education, Office of Special Education (1997-2001). *Federal special education exit report*. Richmond, Virginia: Author.

**Graph 4 - Percentage of Students With Disabilities Who Completed School in Virginia**



Strategic Direction I, Goal 1, Performance Indicator D

## **School exit by program completion disaggregated by type of diploma for students with disabilities**

**Disaggregated School Completion Indicator** - This indicator reports the percentage of students with disabilities, ages 14 to 21 inclusive, receiving Standard or Advanced Studies Diplomas, compared to other school completers. Totals for diploma and certificate types are also reported in a separate table.

**Explanation** – For the school years 1996-97 to 2000-01, this indicator compares students with disabilities who receive a Standard or Advanced Studies Diploma with all students with disabilities who complete school (those who receive Modified Standard Diplomas, Special Diplomas, GED certificates, Certificates of Completion, and those who reach maximum age).

In Table 5, starting with the school year 2000-01, totals for diploma and certificate types (Advanced Studies Diploma, Standard Diploma, Modified Standard Diploma, Special Diploma, Certificate of Completion, and GED certificate) are reported.

**Comments** – In the 1996-97 school year 78.0 percent or 3,440 students with disabilities who completed school received a Standard or Advanced Studies diploma. For the 1997-98 through 2000-01 school years students with disabilities receiving Standard or Advanced Studies Diplomas were as follows: in the 1997-98 school year 77.7 percent or 3,818 students with disabilities; in the 1998-99 school year 77.8 percent or 4,023 students with disabilities; in the 1999-2000 school year 77.1 percent or 4,218 students with disabilities; and in the 2000-01 school year 70.8 percent or 4,103 students with disabilities.

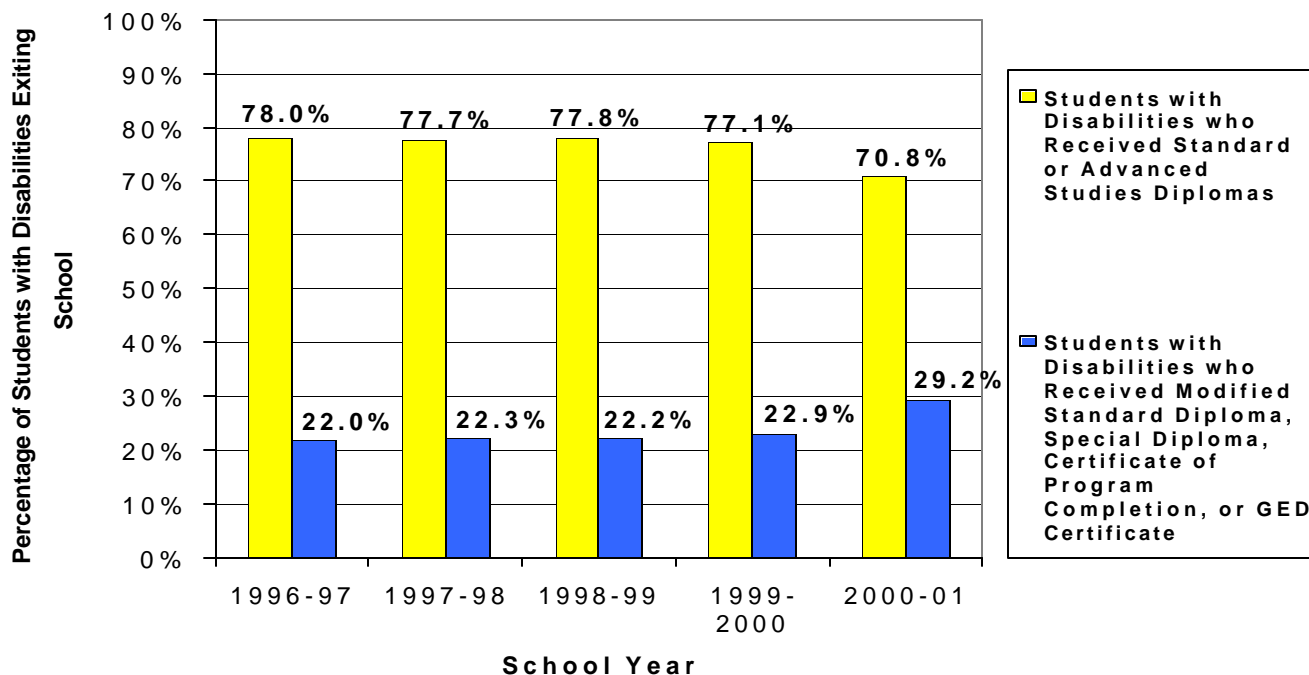
For the 1997-98 through 2000-01 school years students with disabilities receiving a Modified Standard Diploma, Special Diploma, GED Certificate, Certificate of Completion, or those who reach maximum age were as follows: in the 1996-97 school year 22.0 percent or 972 students with disabilities; in the 1997-98 school year 22.3 percent or 1,097 students with disabilities; in the 1998-99 school year 22.2 percent or 1,147 students with disabilities; in the 1999-2000 school year 22.9 percent or 1,250 students with disabilities; and in the 2000-01 school year 29.2 percent or 1,691 students with disabilities.

### **Data Source**

Virginia Department of Education, Office of Special Education (1997-2001). *Federal special education exit report*. Richmond, Virginia: Author.

Strategic Direction I, Goal 1, Performance Indicator D, continued

**Graph 5 – Percentage of Students With Disabilities Who Completed School with a Standard or Advanced Studies Diploma Compared to Students with Disabilities who Completed School with a Modified Standard Diploma (offered in 2001), Special Diploma, Certificate of Program Completion, or GED Certificate**



**Table 5 – Number of Students With Disabilities Exiting School in 2001 Disaggregated by Diploma or Certificate Type**

Program Completion	2000-01
Advanced Studies Diploma	364
Standard Diploma	3739
Modified Standard Diploma	50
Special Diploma	1122
Certificate of Program Completion	351
GED Certificate	130



Strategic Direction I, Goal 1, Performance Indicator E

## School exit by dropping out for students with disabilities

**School Exit by Dropping Out Indicator** - This indicator reports the percentage of students with disabilities, ages 14 to 21 inclusive, exiting school by dropping out each year.

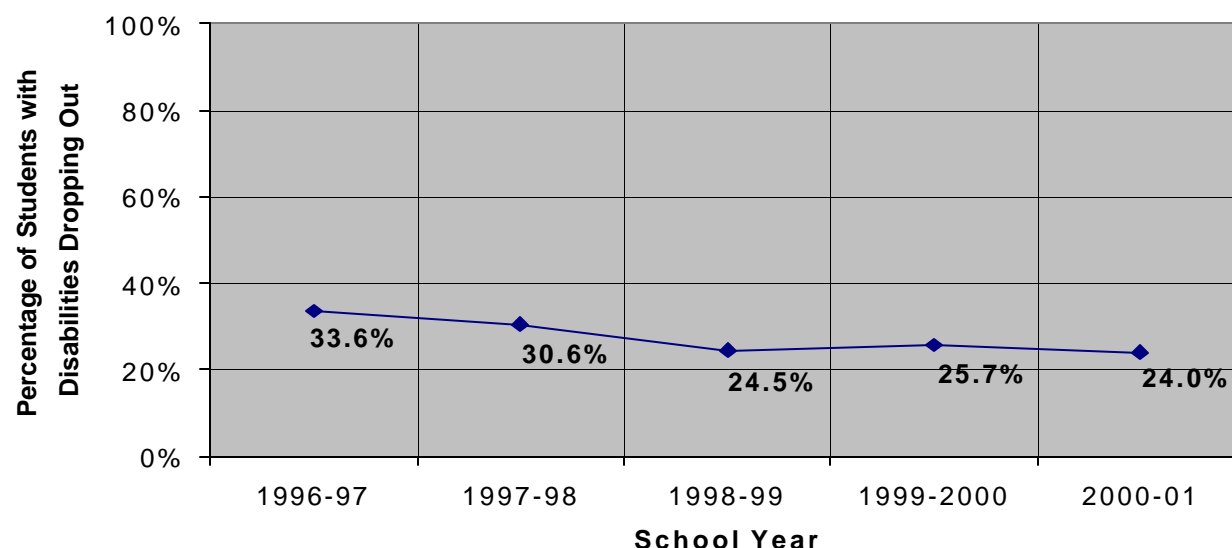
**Explanation** – For school years 1996-97, 1997-98, and 1998-99, the percentage of students with disabilities exiting school by dropping out was calculated by dividing the number of students dropping out by the number of graduates, other completers, and dropouts. Students not included in the calculation of this percentage were those who returned to regular education, were reported as deceased, moved (known to be continuing education), and moved (not known to be continuing education). For the school years 1999-2000 and 2000-01 this percentage was calculated by dividing the number of students dropping out by the number of graduates, other completers, those who died or reached maximum age, and dropouts. This is the formula that the U.S. Office of Special Education Programs uses to calculate a drop out percentage.

**Comments** – In the 1996-97 school year 6,560 students with disabilities exited school; 33.6 percent or 2,201 students were students with disabilities who exited school by dropping out. In the 1997-98 school year 6,979 students with disabilities exited school; 30.6 percent or 2,136 students were students with disabilities who exited school by dropping out. In the 1998-99 school year 6,852 students with disabilities exited school; 24.5 percent or 1,682 students were students with disabilities who exited school by dropping out. In the 1999-2000 school year 7,443 students with disabilities exited school; 25.7 percent or 1,913 students were students with disabilities who exited school by dropping out. In the 2000-01 school year 7,663 students with disabilities exited school; 24.0 percent or 1,841 students were students with disabilities who exited school by dropping out.

### Data Source

Virginia Department of Education, Office of Special Education (1996-2001). *Federal special education exit report*. Richmond, Virginia: Author.

**Graph 6 – Percentage of Students with Disabilities who exited School by Dropping Out**



Strategic Direction I, Goal 1, Performance Indicator F

## Long-term suspension of students with disabilities compared with students without disabilities

**Long-Term Suspension Indicator** - This indicator represents the incidence of school-age students with disabilities who are long-term suspended in comparison with the incidence of students without disabilities.

*Under federal and state regulations, students with disabilities who are long-term suspended or expelled must continue to receive special education services.*

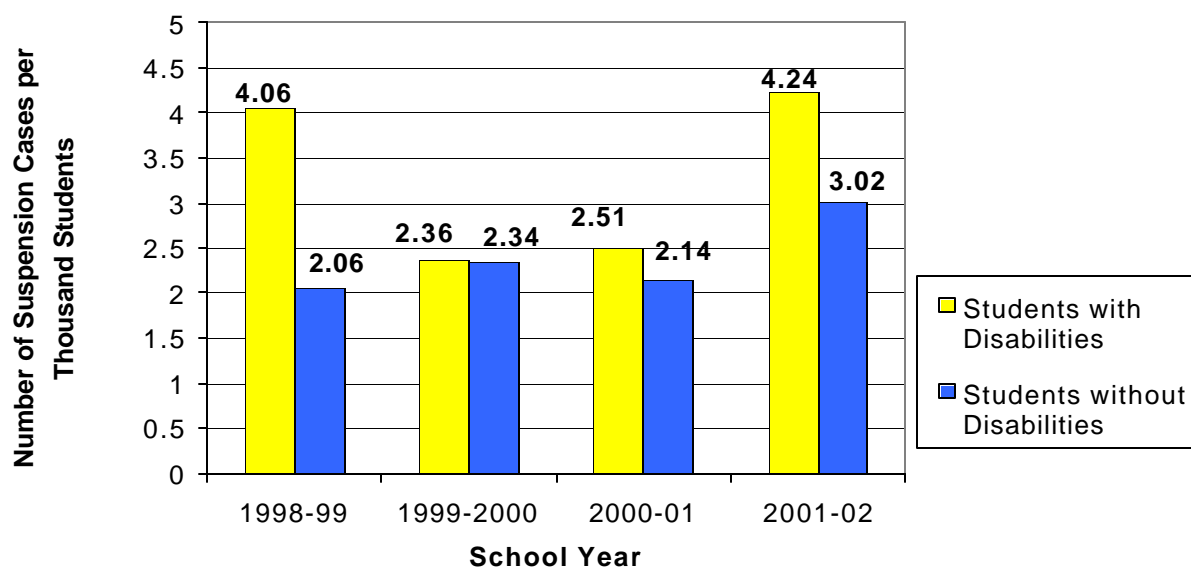
**Explanation** – This indicator compares long-term suspension for students with and without disabilities. Under federal and state regulations, students with disabilities whose misconduct is not related to their disability can be considered for long-term suspensions. The graph shows the number of suspension per thousand students with and without disabilities.

**Comments** – In 1998-99 long-term suspensions totaled 4.06 per thousand students with disabilities and 2.06 per thousand students without disabilities. In 1999-2000 long-term suspensions totaled 2.36 per thousand students with disabilities and 2.34 per thousand students without disabilities. In 2000-01 long-term suspensions totaled 2.51 per thousand students with disabilities and 2.14 per thousand students without disabilities. In 2001-02 long-term suspensions totaled 4.24 per thousand students with disabilities and 3.02 per thousand students without disabilities.

### Data Source

Virginia Department of Education, Office of Special Education (1997-2001). *Federal discipline report*. Richmond, Virginia: Author.

**Graph 8 – Long-Term Suspension Cases Per Thousand Students With and Without Disabilities in Virginia**



Strategic Direction I, Goal 1, Performance Indicator G

## Expulsion of students with disabilities compared with students without disabilities

**Expulsion Indicator** - This indicator compares the rates of expulsion for students with disabilities and students without disabilities.

*Under federal and state regulations, students with disabilities who are long-term suspended or expelled must continue to receive special education services.*

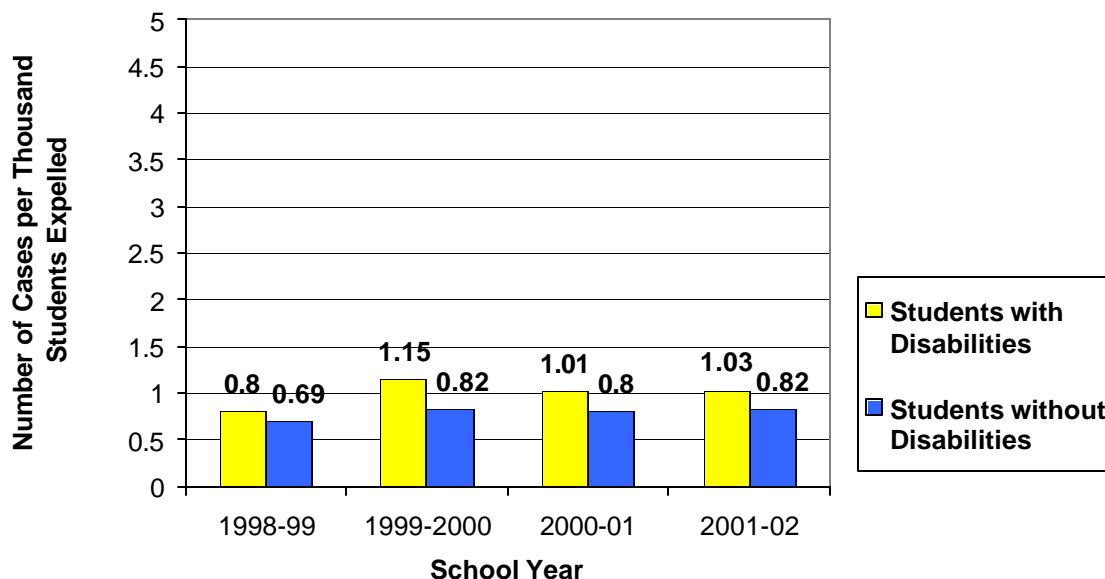
**Explanation** – The graph shows the number of expulsion cases per thousand students with and without disabilities.

**Comments** – In 1998-99 expulsions totaled .8 per thousand students with disabilities and 0.69 per thousand students without disabilities. In 1999-2000 expulsions totaled 1.15 per thousand students with disabilities and 0.82 for students without disabilities. In 2000-01 expulsions totaled 1.01 per thousand students with disabilities and 0.8 per thousand for students without disabilities. In 2001-02 expulsions totaled 1.03 per thousand students with disabilities and 0.82 per thousand for students without disabilities.

### Data Source

Virginia Department of Education, Office of Special Education (1997-2001). *Federal discipline report*. Richmond, Virginia: Author.

**Graph 9 – Expulsion Cases Per Thousand Students with and without Disabilities in Virginia**



Strategic Direction I, Goal 1, Performance Indicator H

## Truancy of students with and without disabilities

**Truancy Indicator** - This indicator reflects the incidence of school-age students with disabilities, for whom a conference was scheduled for failure to report to school for six days during the school year, in comparison with students without disabilities.

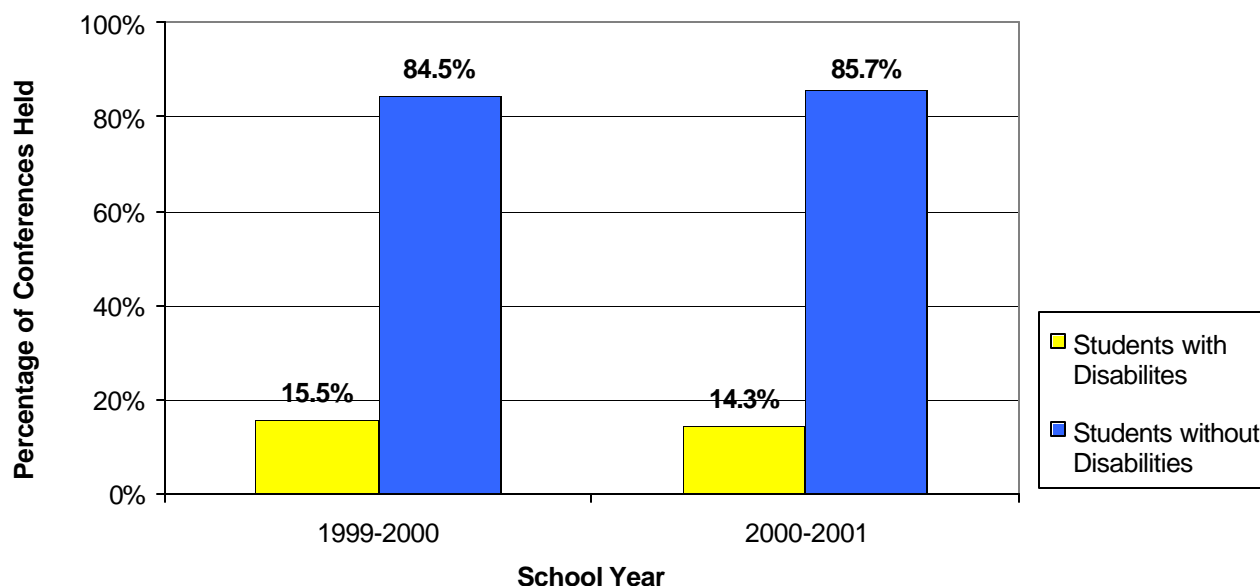
**Explanation** – The Code of Virginia (§22.1-258 and 22.1-26, subsection B) requires that at the end of each school year, each public school principal must report to the division superintendent the number of pupils by grade level for whom a conference was scheduled. The division superintendent is required to compile such grade level information for the division and provide it to the Superintendent of Public Instruction annually. Conferences are scheduled for students who miss six days of school without parental knowledge. This empowers attendance officers to enforce the provisions by filing a complaint with the Juvenile and Domestic Relations Court, alleging the student is a child in need of supervision (CHINS) or by bringing charges against the parent.

**Comments** – In this two-year period the number of total conferences dropped from 53,580 to 46,008. During the school year 1999-2000 students with disabilities comprised 15.5 percent (8,320) of the total and students without disabilities accounted for 84.5 percent (45,260) of the total. During the school year of 2000-01 students with disabilities made up 14.3 percent (6,598) of the total and students without disabilities comprised 85.7 percent (39,410) of the total.

### Data Source

Virginia Department of Education, Offices of Student Services and Instructional Technology (1999-2001). [Truancy data]. Unpublished data.

**Graph 10 - Number of Conferences Scheduled for Students who Miss Six Days of School without Parental Knowledge in Virginia**



Strategic Direction I, Goal 1, Performance Indicator I

## Participation in Standards of Learning assessments for students with disabilities

**Participation in SOL Assessments Indicator** - This indicator provides the participation rate of students with disabilities in the state Standards of Learning (SOL) assessments in grades 3, 5, and 8 and at End-of-Course.

*Overall student participation and proficiency for each school can be found in Virginia's School Report Cards on the Virginia Department of Education's Web site, [www.pen.k12.va.us](http://www.pen.k12.va.us), under Data & Reports.*

**Explanation** - The participation rate equals the total number of test forms completed by students with disabilities divided by the total number of test forms completed by students with disabilities plus the number of tests that were not attempted in grades 3, 5, and 8 English, math, history/social science, and science and at End-of-Course. Participation in SOL assessments is documented in the student's IEP.

The participation rate for students with disabilities in grades 3, 5, and 8 is not directly comparable to participation in the End-of-Course (EOC) assessments. Students with disabilities who are enrolled in courses for which there are EOC assessments are required to participate in those tests.

**Comments** - The data contained in these tables are from the SOL spring test administration only.

### Data Source

Virginia Department of Education, Office of Assessment and Reporting (1999-2001). *SOL participation data for grades 3, 5, & 8 and EOC*. Richmond, Virginia: Author.

**Table 6 – Percentage of Participation for Students with Disabilities in SOL Assessments in Grades 3, 5 and 8 in Virginia**

Grade 3 Content Area	1998	1999	2000	2001	2002
English	75.4	70.7	70.4	69.4	72.7
Math	77.4	74.1	74.6	75.2	81.0
History/Social Science	77.4	74.3	75.4	77.1	81.4
Science	77.3	74.4	75.4	77.3	84.6

Grade 5 Content Area	1998	1999	2000	2001	2002
English: Reading, Literature & Research	77.2	70.8	69.5	71.4	74.2
English: Writing	78.0	71.3	70.8	72.5	71.6
Math	78.6	72.8	71.8	74.0	77.7
History/Social Science	78.8	76.0	70.4	74.3	80.2
Science	78.8	74.1	73.5	76.4	83.4

Strategic Direction I, Goal 1, Performance Indicator I, continued

Grade 8 Content Area	1998	1999	2000	2001	2002
English: Reading, Literature & Research	76.9	72.7	72.5	78.4	84.9
English: Writing	76.9	73.3	74.3	78.4	79.8
Math	77.9	73.1	73.1	78.2	83.9
History/Social Science	76.9	75.0	71.8	74.5	77.9
Science	76.8	72.7	73.2	77.0	81.3

**Table 7 - Percentage of Participation for Students with Disabilities in EOC-SOL Assessments in Virginia**

EOC Content Area	1998	1999	2000	2001	2002
English: Reading, Literature & Research	93.6	89.0	90.1	89.5	99.4
English: Writing	85.7	84.7	87.6	86.7	97.0
Algebra I	98.0	93.7	91.3	94.0	98.5
Geometry	99.2	98.0	96.5	94.6	99.5
Algebra II	99.1	98.8	97.9	98.1	99.7
U.S. History	93.5	92.0	90.8	91.4	98.9
World History I	94.8	89.0	91.4	94.6	99.4
World History II	93.4	89.2	91.6	94.2	99.3
Earth Science	94.1	89.4	88.9	93.4	98.6
Biology	95.1	92.3	91.9	91.7	99.5
Chemistry	99.1	97.2	98.0	97.7	99.2
World Geography	Not Offered	Not Offered	87.7	90.6	97.1

Strategic Direction I, Goal 1, Performance Indicator J

## Performance in Standards of Learning assessments for students with and without disabilities

**SOL Performance Indicator** – This indicator provides the performance of students with disabilities and students without disabilities in the state Standards of Learning assessments in grades 3,5, and 8.

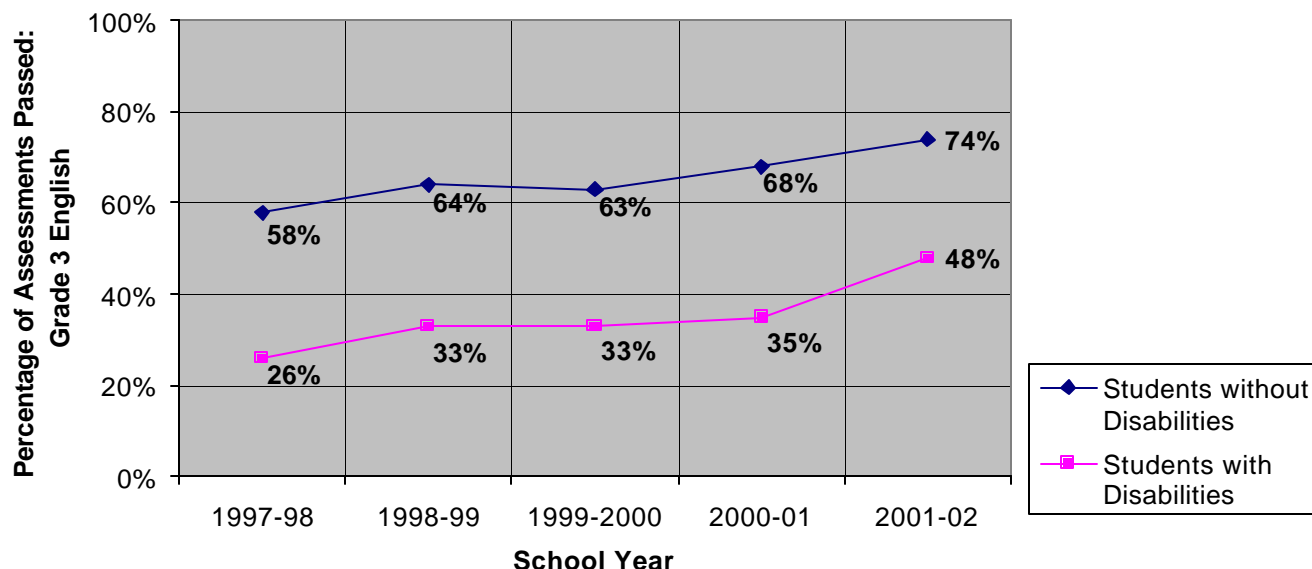
**Explanation** – The pass rate of SOL assessments is calculated by adding the together the total number of tests scored as proficient or advanced divided by the total number of tests taken for each content area (English, math, history and social science, and science) in grades 3, 5, and 8. These scores reflect the spring test administration.

**Comments** Grades 3, 5, and 8 SOL assessments reflect an increase in the pass rates over a five-year period although there remains a performance gap between students with disabilities and students without disabilities.

### Data Source

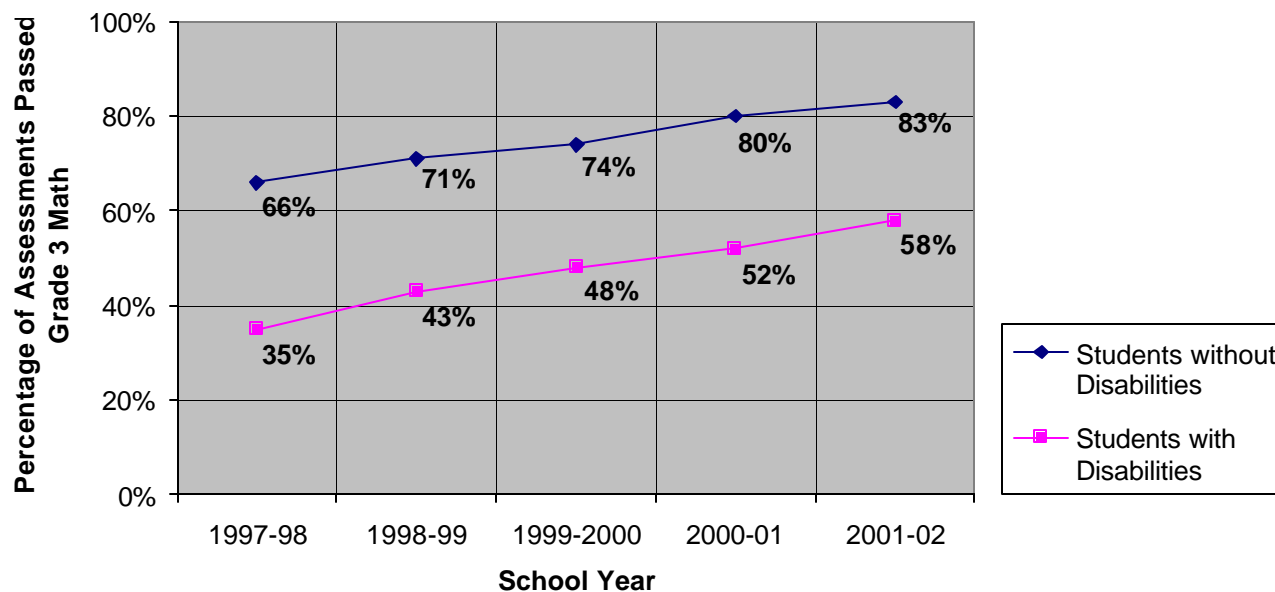
Virginia Department of Education, Office of Assessment and Reporting (1999-2002). *SOL performance data for grades 3, 5, & 8 and EOC*. Richmond, Virginia: Author.

**Graph 11 – Grade 3 English: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 26 percent to 48 percent, a 22-point increase. By comparison the pass rate of students without disabilities rose from 58 percent to 74 percent, a 16-point increase.

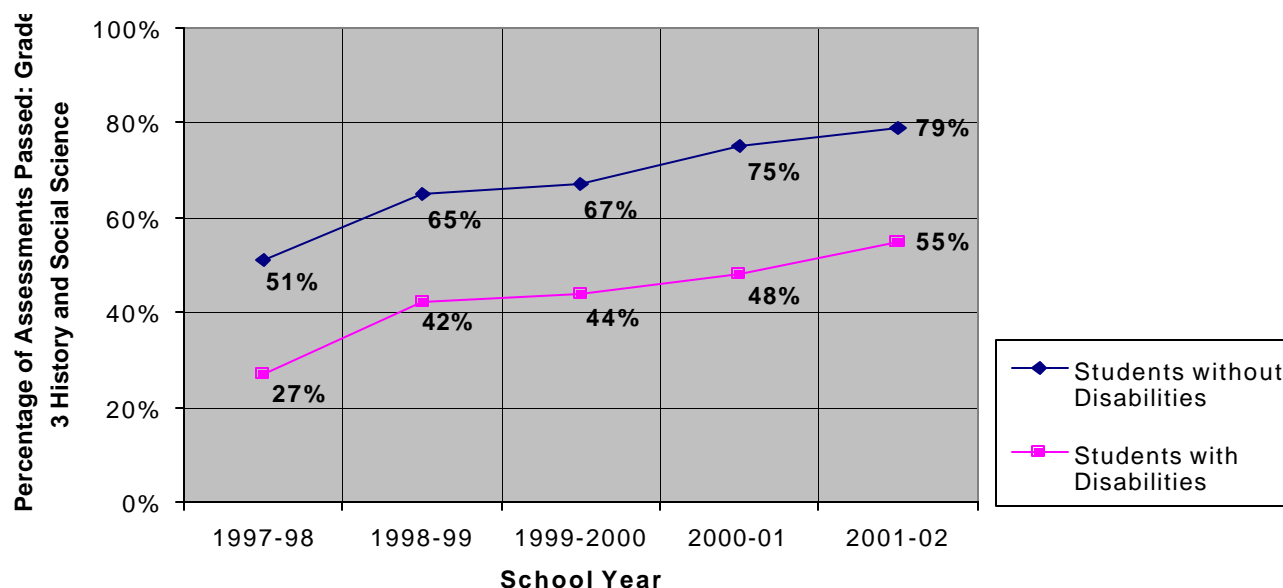


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 12 - Grade 3 Math: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 35 percent to 58 percent, a 23-point increase. By comparison, the pass rate of students without disabilities rose from 66 percent to 83 percent, a 17-point increase.



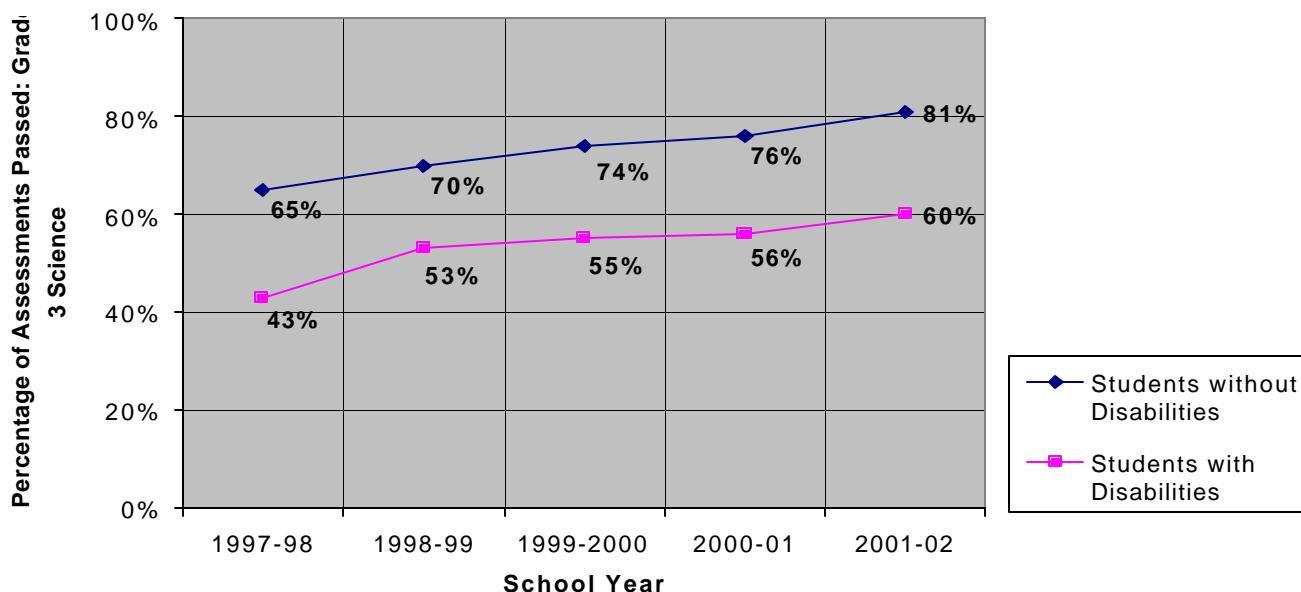
**Graph 13 - Grade 3 History and Social Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 27 percent to 55 percent, a 28-point increase. By comparison, the pass rate of students without disabilities rose from 51 percent to 79 percent, a 28-point increase.



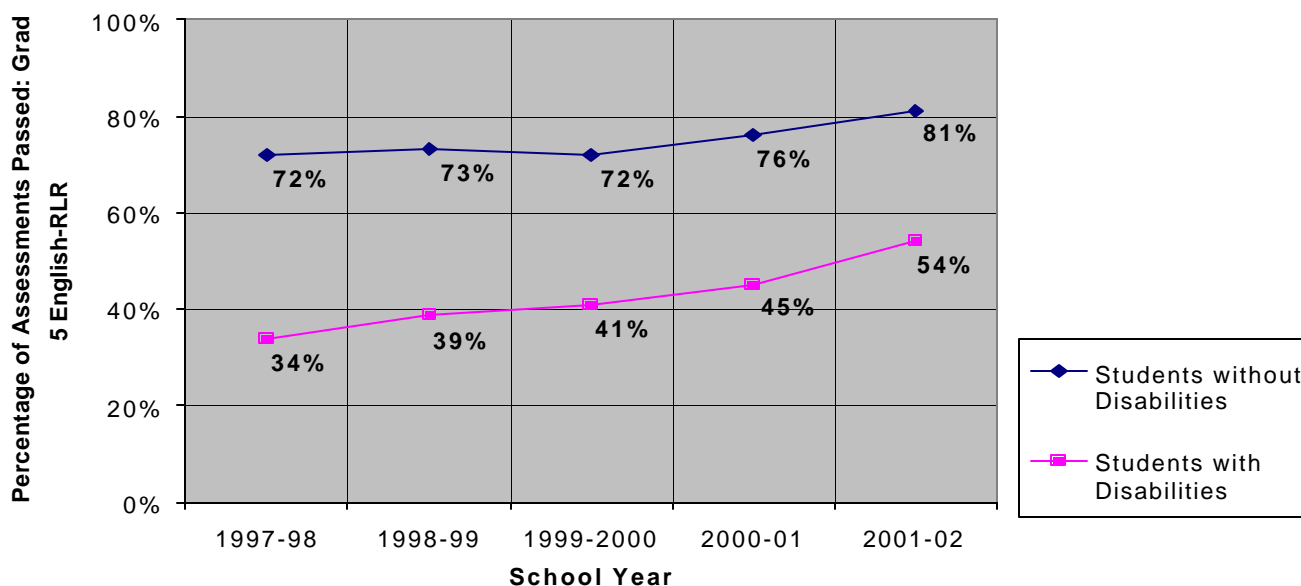


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 14 - Grade 3 Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 43 percent to 60 percent, a 17-point increase. By comparison, the pass rate of students without disabilities rose from 65 percent to 81 percent, a 16-point increase.

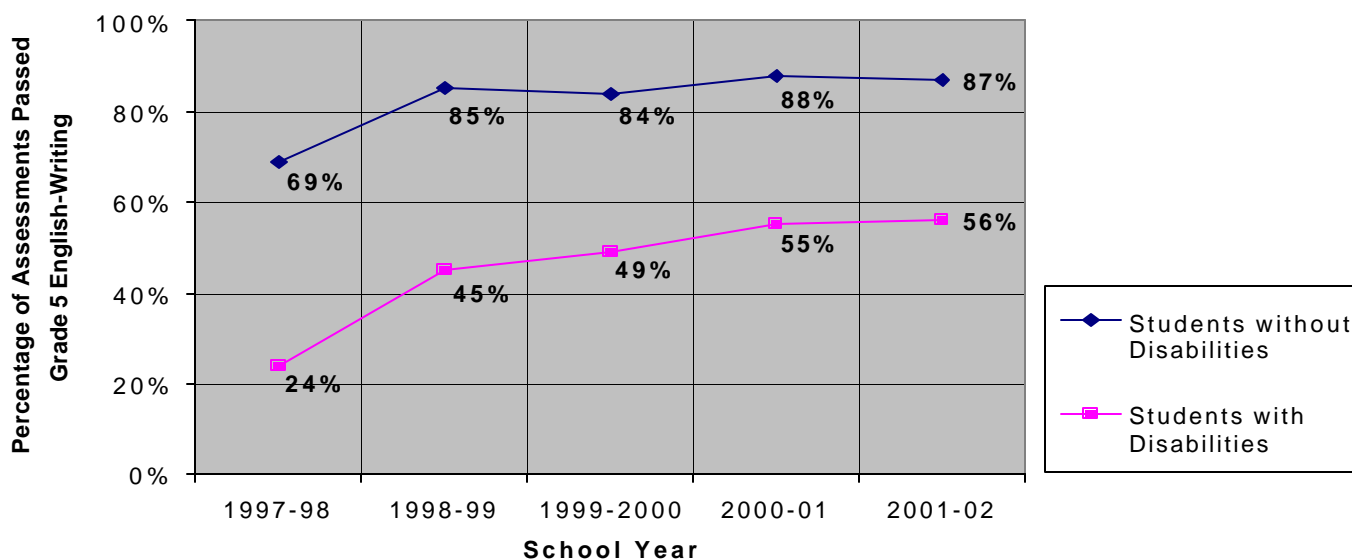


**Graph 15 - Grade 5 English: Reading, Literature & Research - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 34 percent to 54 percent, a 20-point increase. By comparison, the pass rate of students without disabilities rose from 72 percent to 81 percent, a 9-point increase.

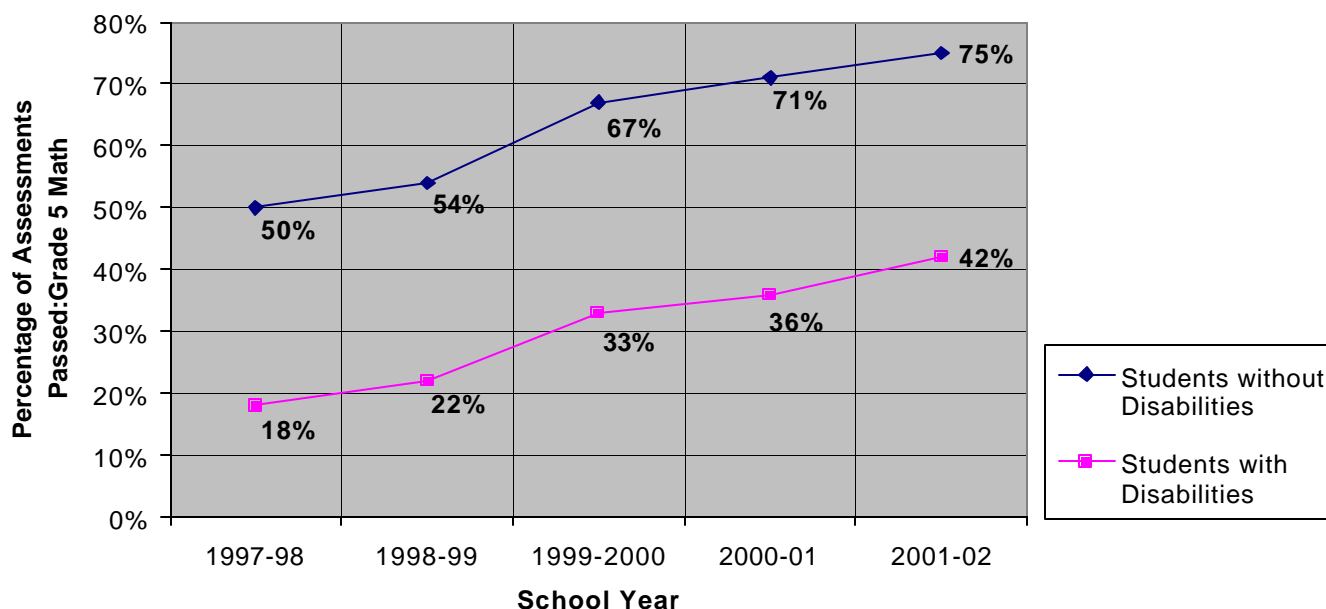


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 16 - Grade 5 English: Writing - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 24 percent to 56 percent, a 30-point increase. By comparison, the pass rate of students without disabilities rose from 69 percent to 87 percent, an 18-point increase.

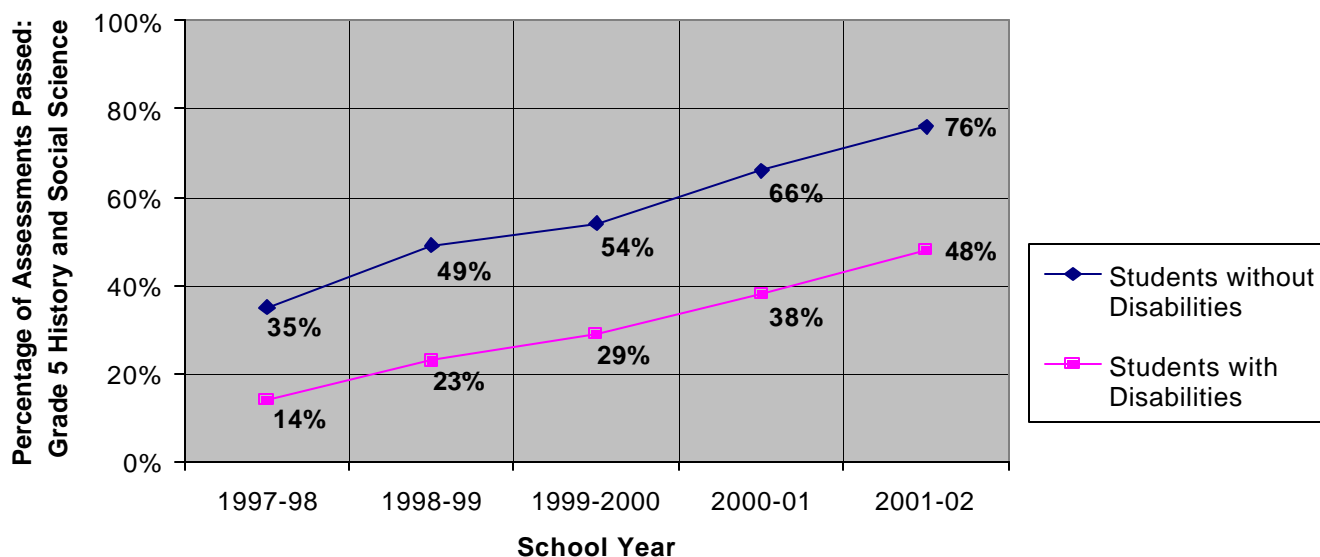


**Graph 17 - Grade 5 Math: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 18 percent to 42 percent, a 24-point increase. By comparison, the pass rate of students without disabilities rose from 50 percent to 75 percent, a 25-point increase.

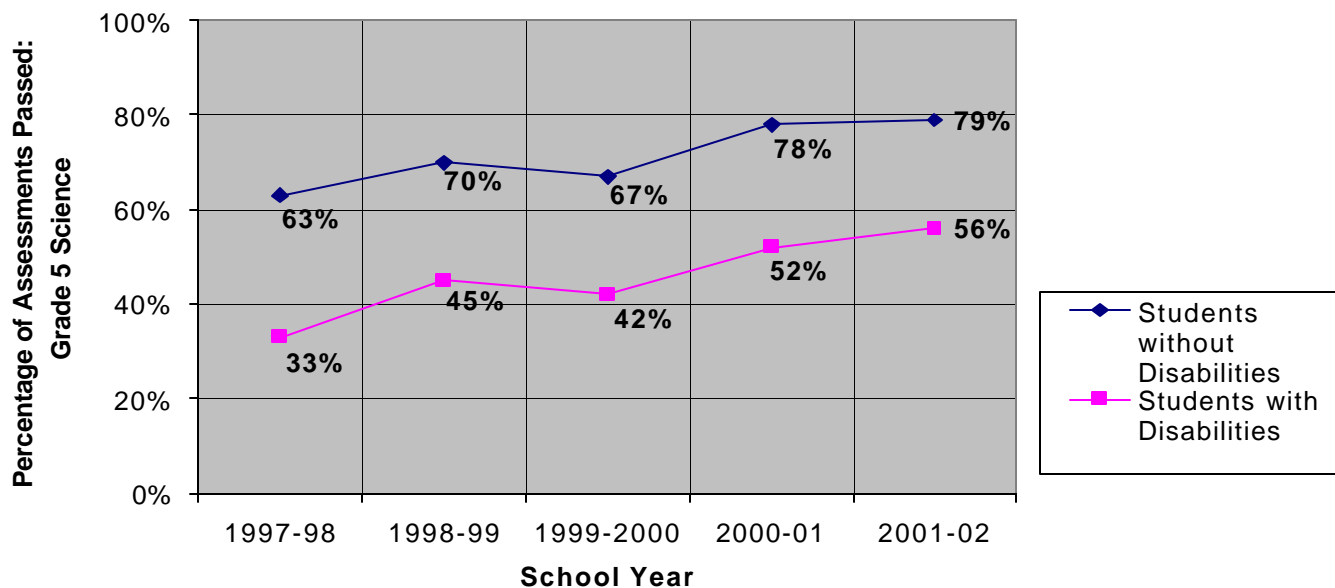


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 18 - Grade 5 History and Social Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 14 percent to 48 percent, a 34-point increase. By comparison, the pass rate of students without disabilities rose from 35 percent to 76 percent, a 41-point increase.

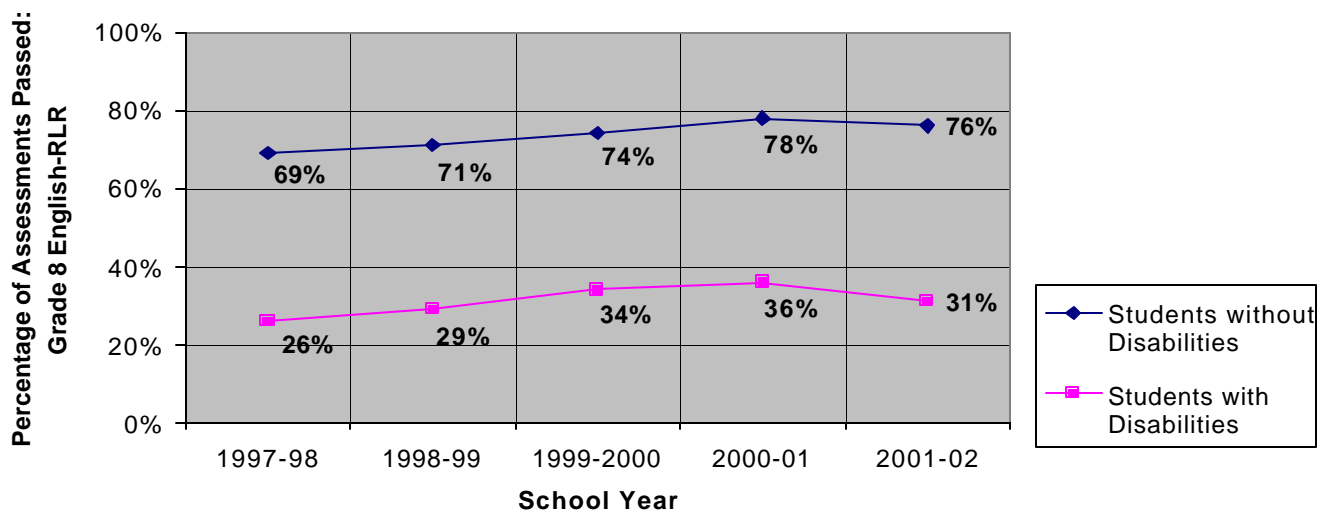


**Graph 19 - Grade 5 Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 33 percent to 56 percent, a 23-point increase. By comparison, the pass rate of students without disabilities rose from 63 percent to 79 percent, a 16-point increase.

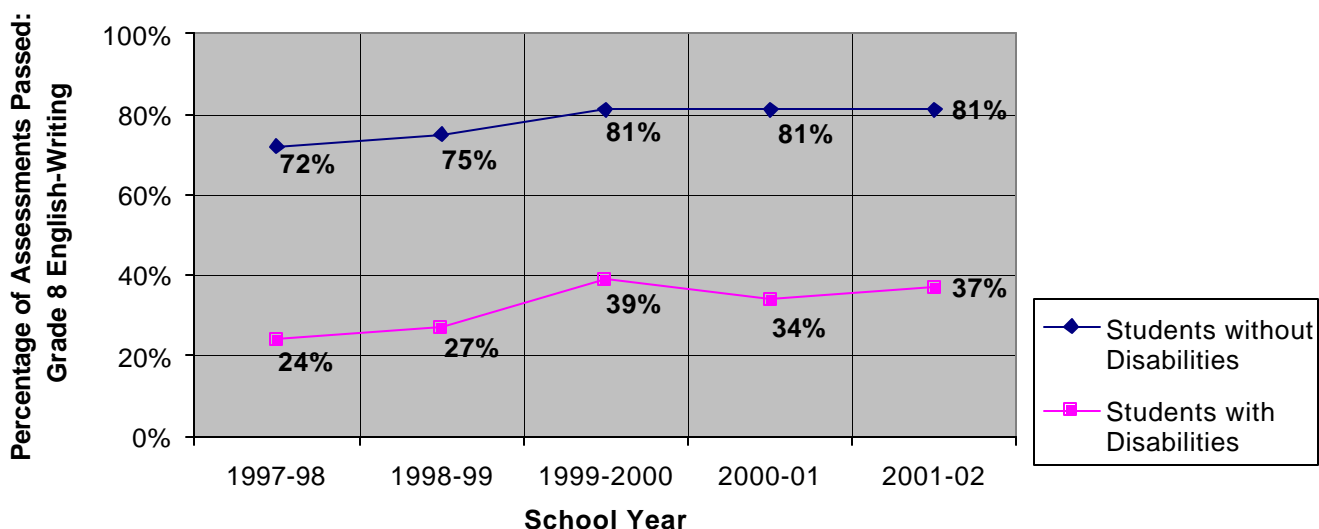


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 20 - Grade 8 English: Reading, Literature & Research - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 26 percent to 36 percent in four years, a 10-point increase, but decreased by 5 points to 31 percent in 2002. By comparison, the pass rate of students without disabilities rose from 69 percent to 78 percent in four years, an 11-point increase, but decreased two points to 76 percent in 2002.

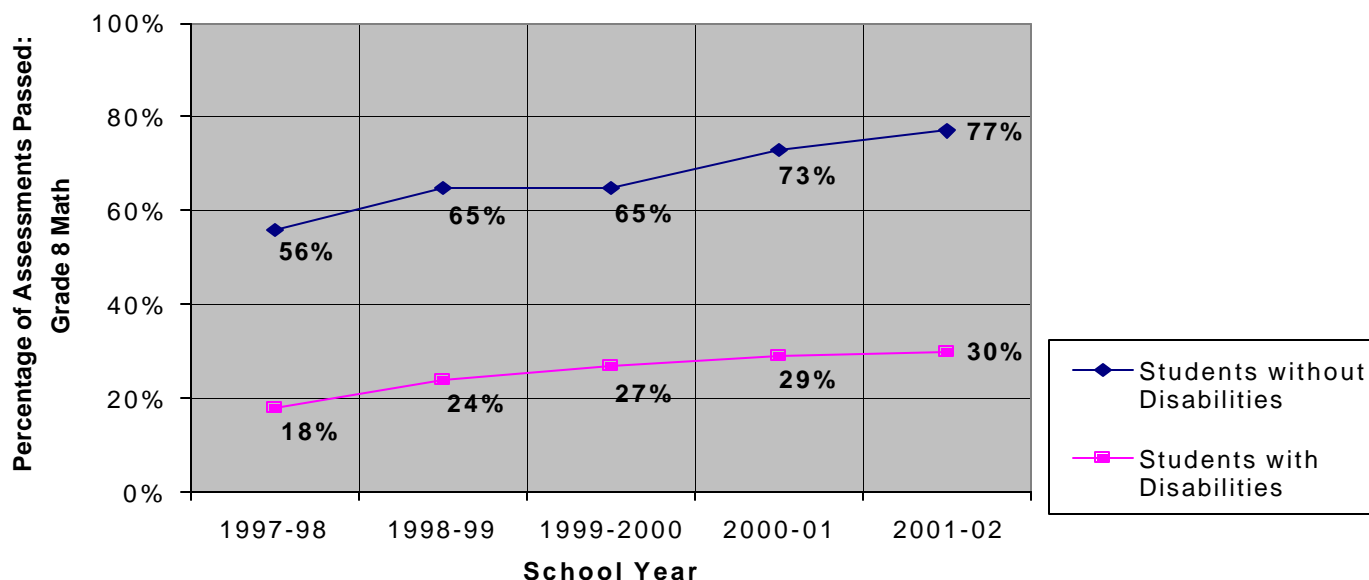


**Graph 21 - Grade 8 English: Writing - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 24 percent to 39 percent, a 14-point increase, but decreased to 34 percent in 2001 and increased to 37 percent in 2002. By comparison, the pass rate of students without disabilities rose from 72 percent to 81 percent, a 9-point increase.



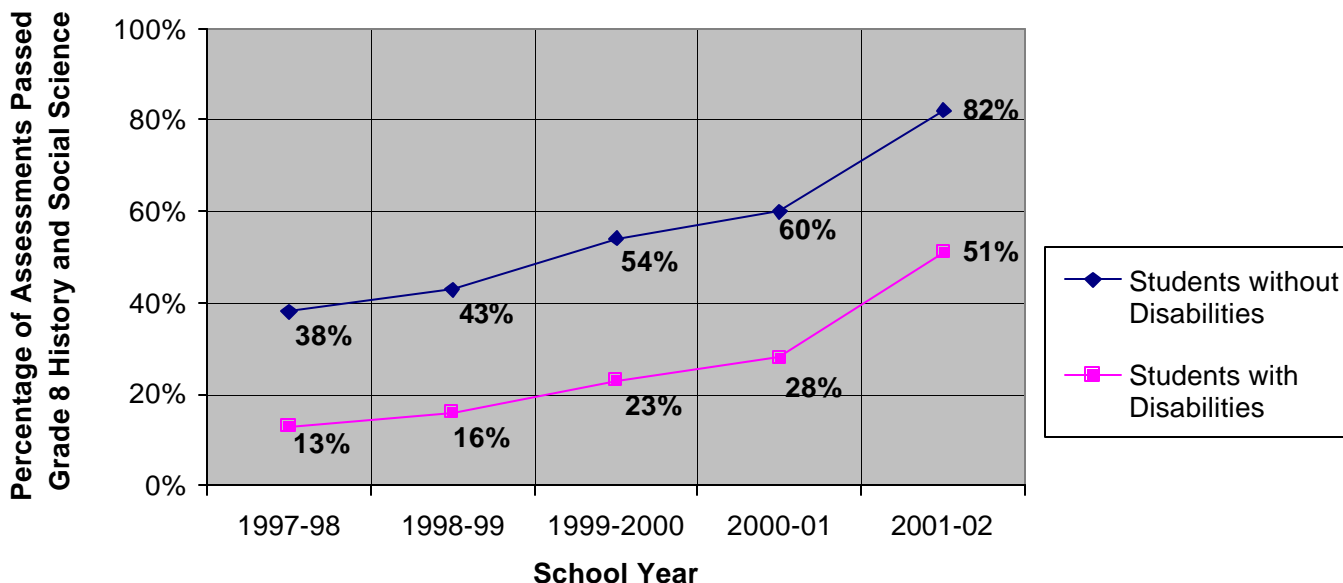
Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 22 - Grade 8 Math: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 18 percent to 30 percent, a 12-point increase. By comparison, the pass rate of students without disabilities rose from 56 percent to 77 percent, a 21-point increase.

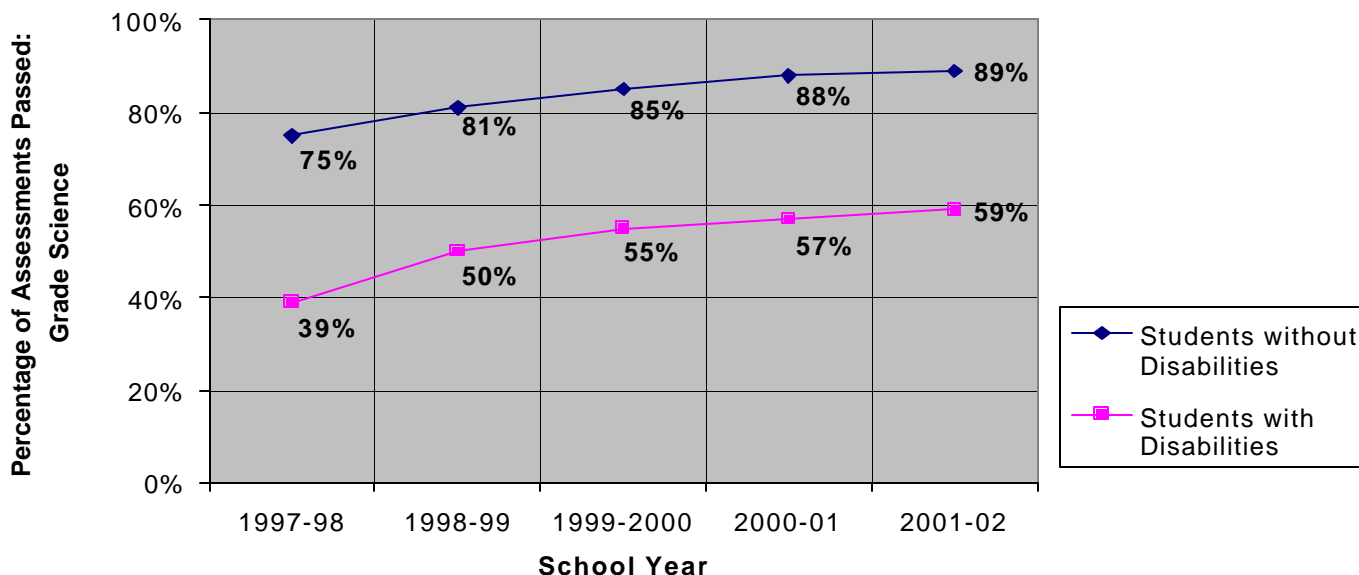


**Graph 23 - Grade 8 History and Social Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 13 percent to 51 percent a 38-point increase. By comparison, the pass rate of students without disabilities rose from 38 percent to 82 percent, a 44-point increase.

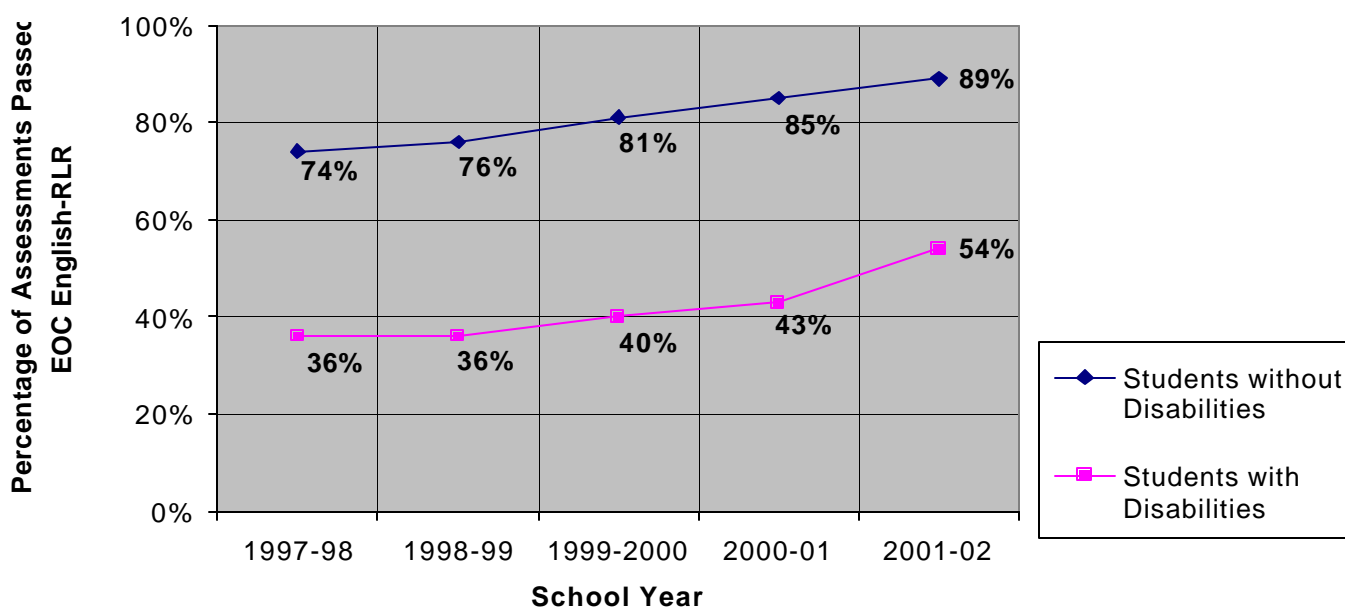
Strategic Direction I, Goal 1, Performance Indicator J, continued



**Graph 24 - Grade 8 Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 39 percent to 59 percent, a 20-point increase. By comparison, the pass rate of students without disabilities rose from 75 percent to 89 percent, a 14-point increase.

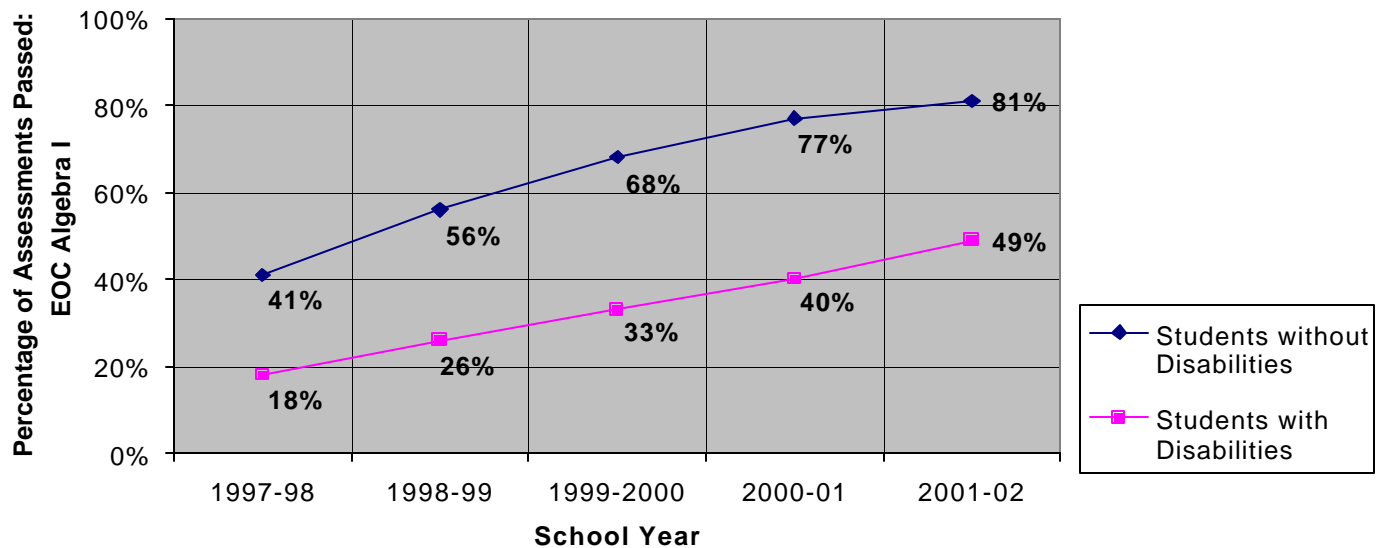


**Graph 25 - EOC English: Reading, Literature & Research - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 36 percent to 54 percent, an 18-point increase. By comparison, the pass rate of students without disabilities rose from 74 percent to 89 percent, a 15-point increase.

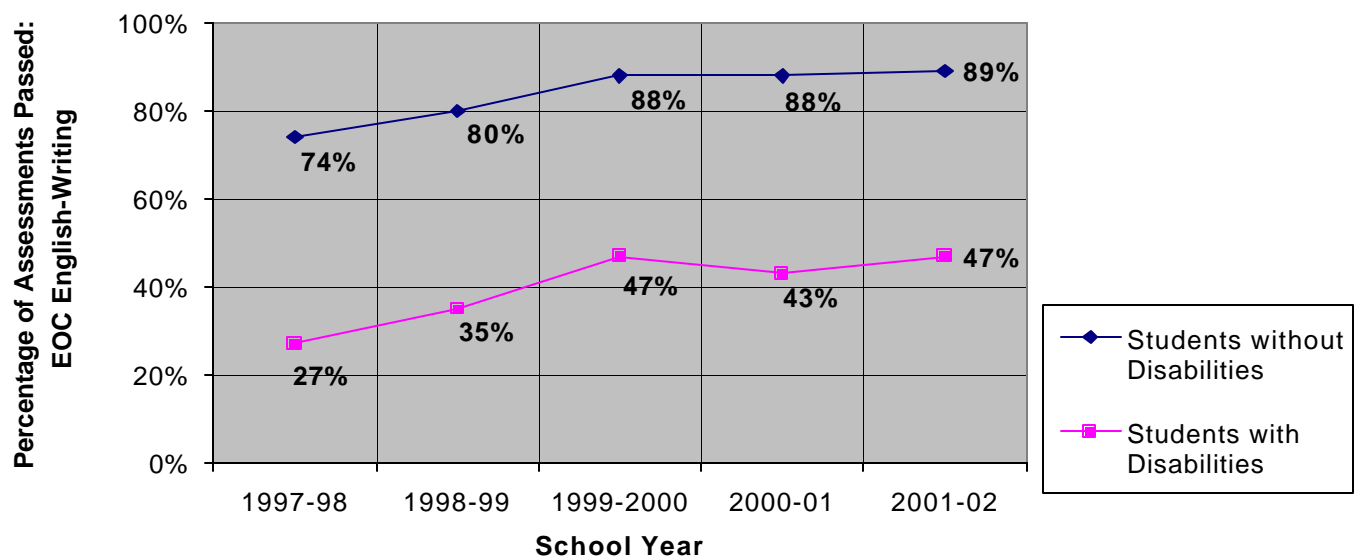


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 26 - EOC English: Writing - Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 27 percent to 47 percent, a 20-point increase, but decreased by 4 points in 2001. By comparison, the pass rate of students without disabilities rose from 74 percent to 89 percent, a 15-point increase.

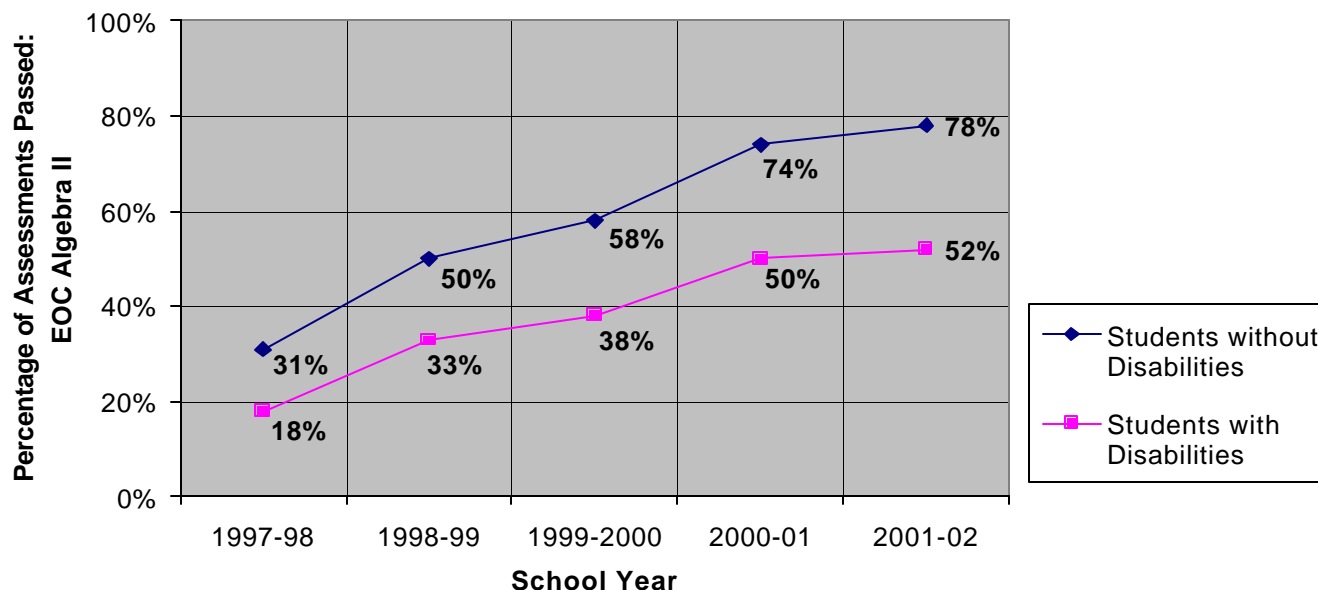


**Graph 27 - EOC Algebra I: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 18 percent to 49 percent, a 31-point increase. By comparison, the pass rate of students without disabilities rose from 41 percent to 81 percent, a 40-point increase.

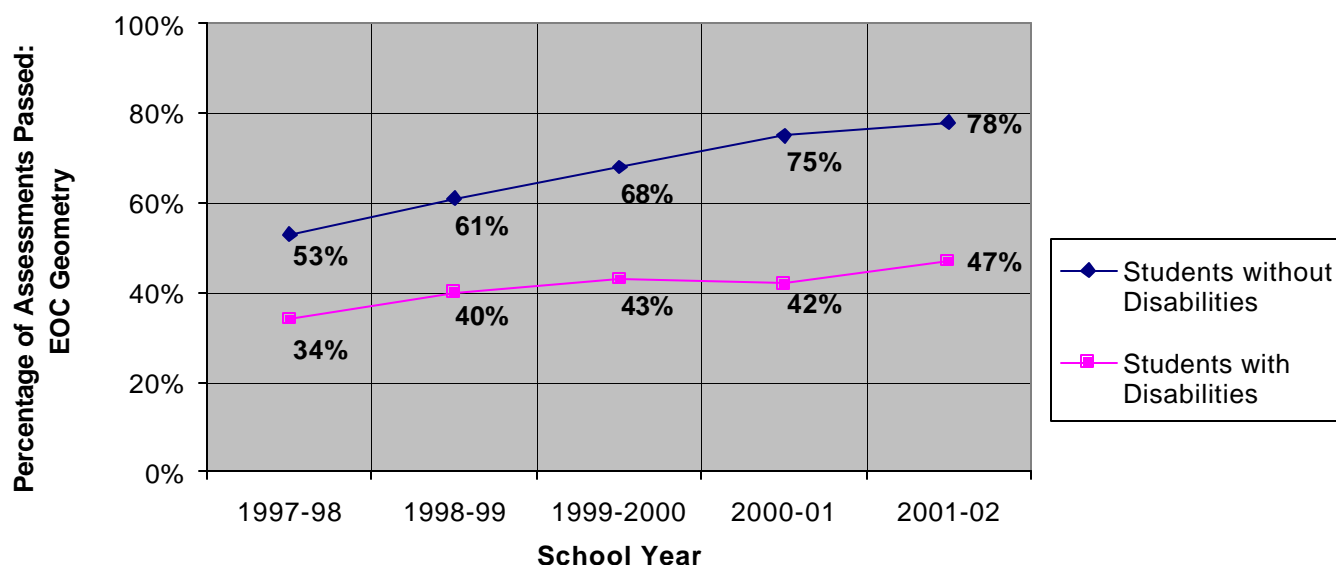


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 28 - EOC Algebra II: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 18 percent to 52 percent, a 34-point increase. By comparison, the pass rate of students without disabilities rose from 31 percent to 78 percent, a 47-point increase.



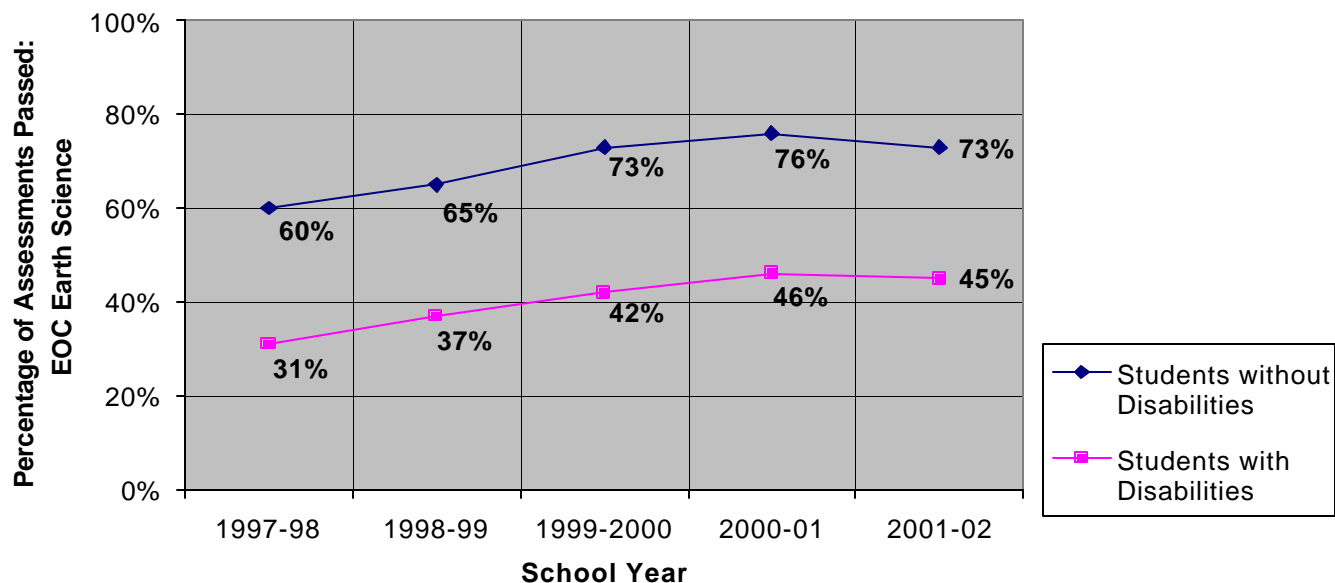
**Graph 29 - EOC Geometry: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 34 percent to 47 percent, a 13-point increase with a decrease in 2001. By comparison, the pass rate of students without disabilities rose from 53 percent to 78 percent, a 25-point increase.



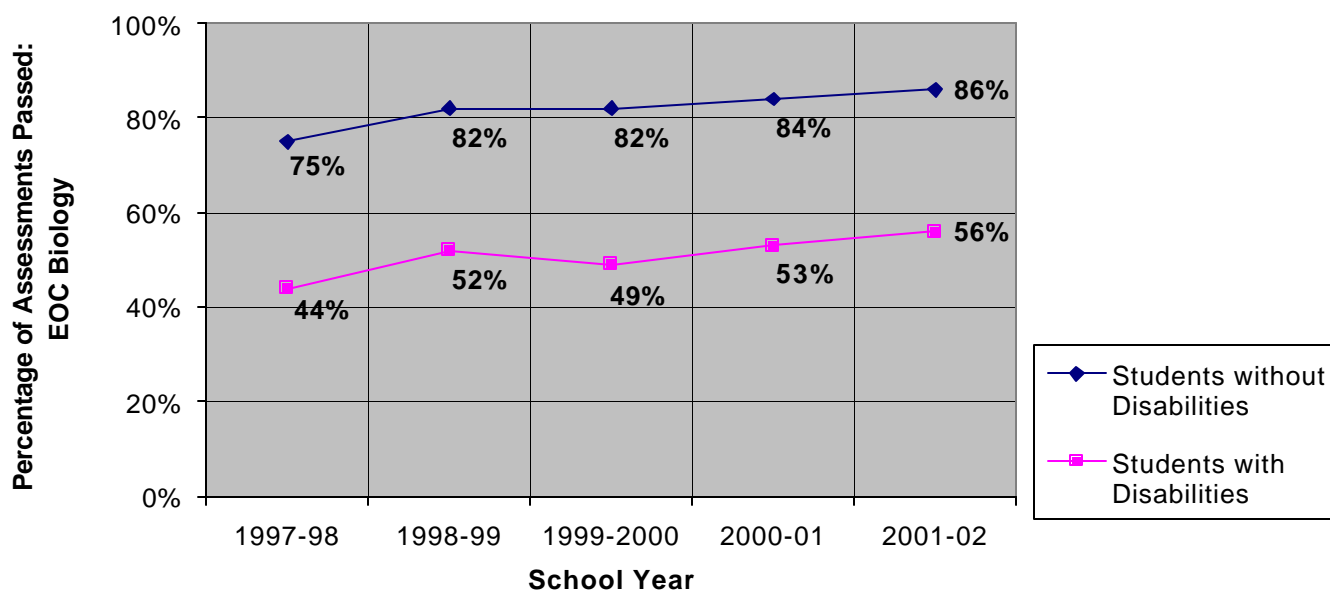


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 30 - EOC Earth Science: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 31 percent to 46 percent in four years, a 15-point increase, but decreased by one point in 2002. By comparison, the pass rate of students without disabilities rose from 60 percent to 73 percent, a 13-point increase.

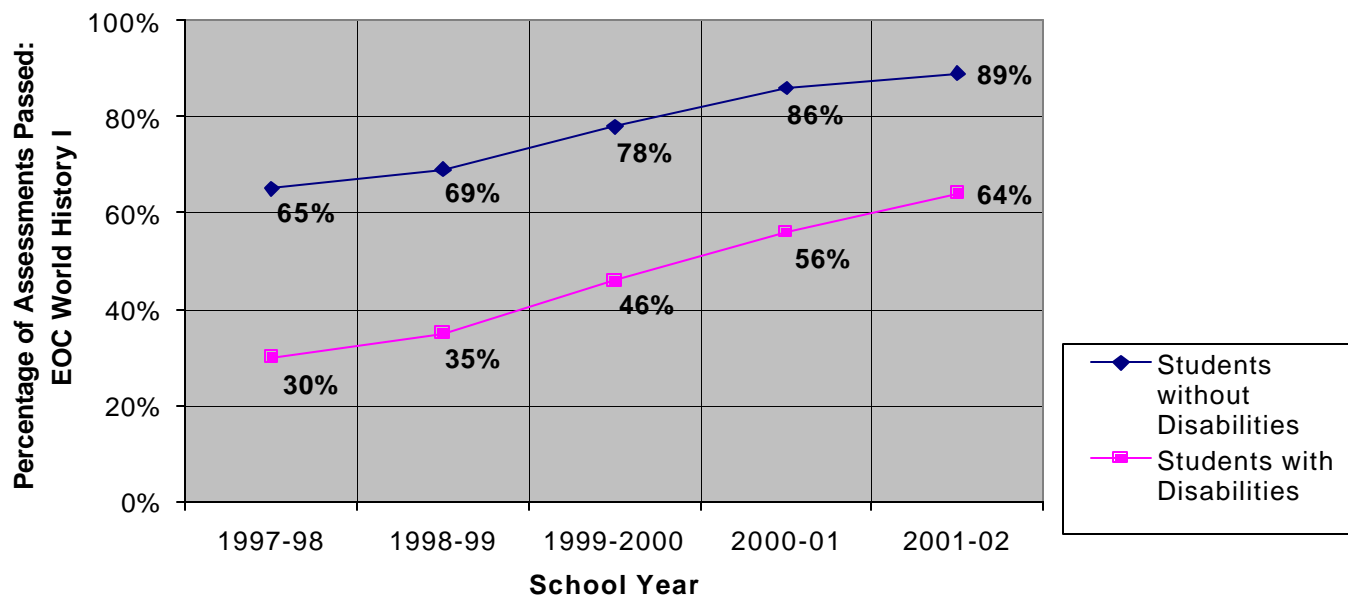


**Graph 31 - EOC Biology: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 44 percent to 56 percent, a 12-point increase. By comparison, the pass rate of students without disabilities rose from 75 percent to 86 percent, an 11-point increase.

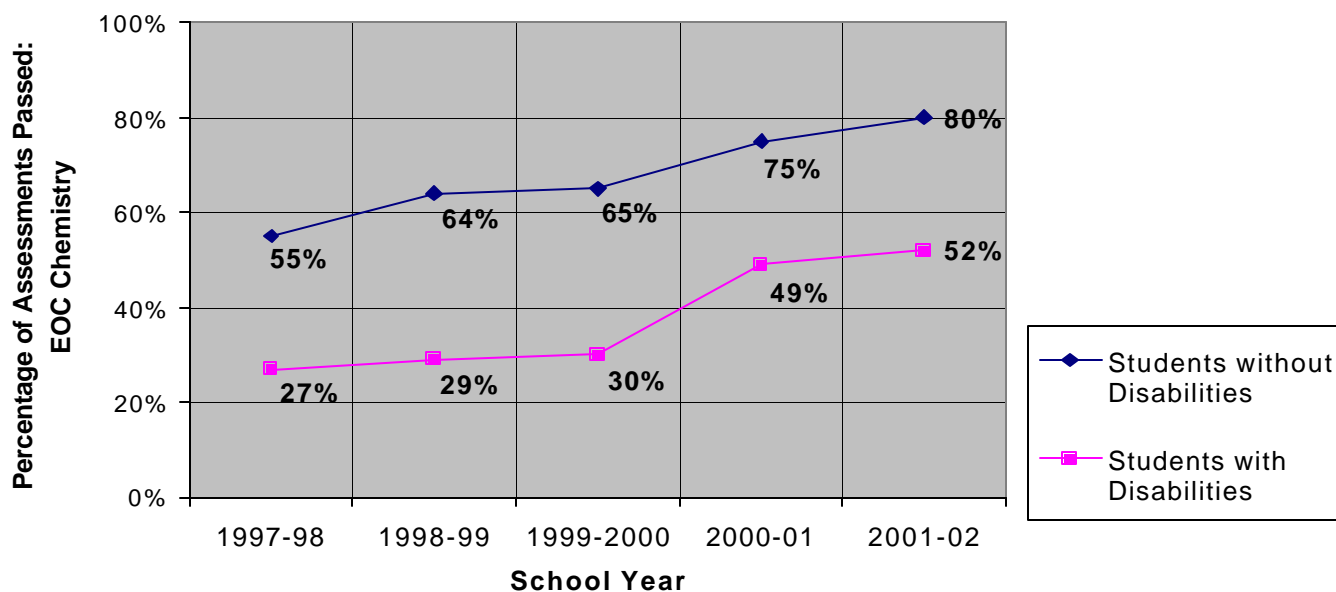


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 32 - EOC Chemistry: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 27 percent to 52 percent, a 25-point increase. By comparison, the pass rate of students without disabilities rose from 55 percent to 80 percent, a 25-point increase.

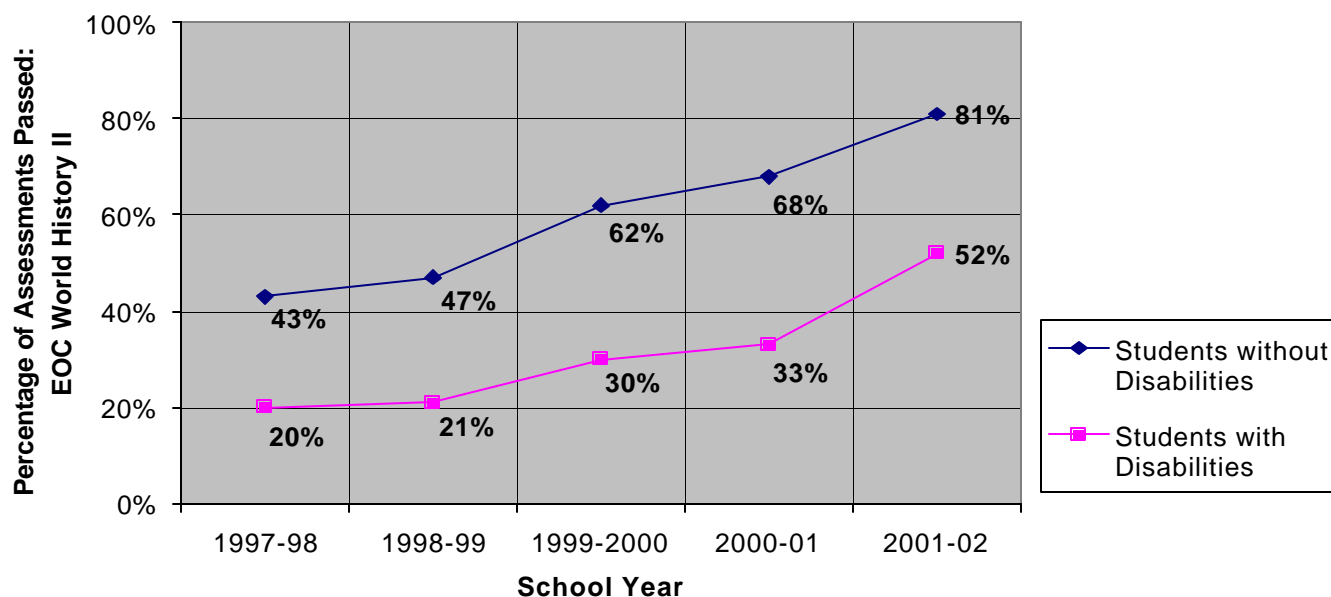


**Graph 33 - EOC World History I: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 30 percent to 64 percent, a 34-point increase. By comparison, the pass rate of students without disabilities rose from 65 percent to 89 percent, a 24-point increase.

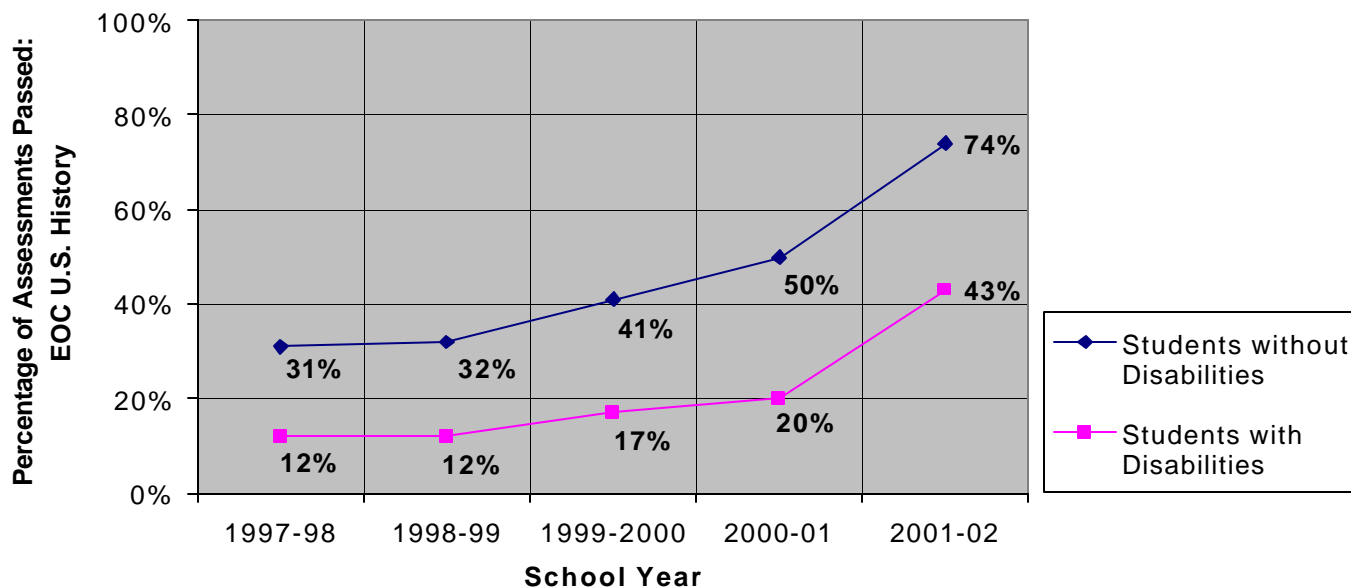


Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 34 - EOC World History II: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 20 percent to 52 percent, a 32-point increase. By comparison, the pass rate of students without disabilities rose from 43 percent to 81 percent, a 38-point increase.

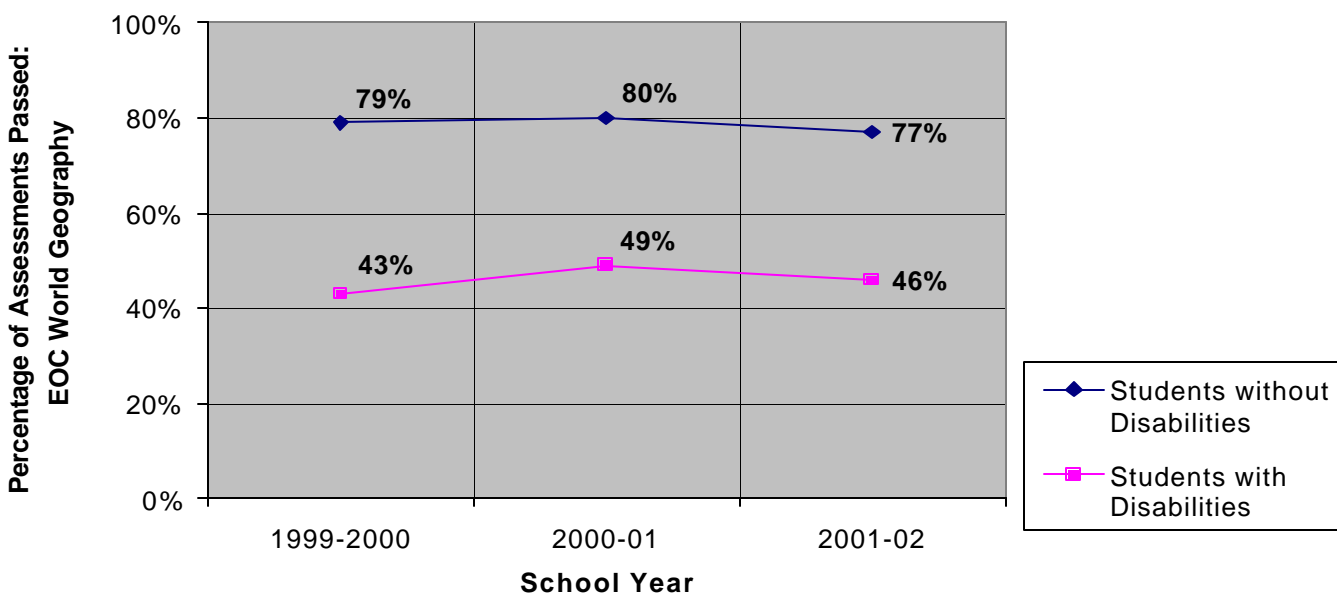


**Graph 35 - EOC U.S. History: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** In the five-year period reflected in the chart below the pass rate of students with disabilities rose from 12 percent to 43 percent, a 31-point increase. By comparison, the pass rate of students without disabilities rose from 31 percent to 74 percent, a 43-point increase.



Strategic Direction I, Goal 1, Performance Indicator J, continued

**Graph 36 - EOC World Geography: Percentage of SOL Assessments Passed by Students with and without Disabilities in Virginia.** During the time period reflected in the chart below the pass rate of students with disabilities rose from 43 percent to 49 percent in one year, a six-point increase, but decreased by three points in 2002. By comparison, the pass rate of students without disabilities fell from 79 percent to 77 percent, a 2-point decrease. The World Geography End-of-Course test was initiated during the 1999-2000 school year.



Strategic Direction I, Goal 1, Performance Indicator K

## Alternate assessment participation and performance for students with disabilities

**Alternate Assessment Indicator** - This indicator reflects data on the participation and performance of students with disabilities in the Virginia Alternate Assessment Program (VAAP) whose Individualized Education Program (IEP) documents participation in this assessment program.

**Explanation** – These data provide information on the total number of students included in the Virginia Alternate Assessment Program and performance of those students in each content area. (English, science, math, and history and social science) This information is available from the Virginia Alternate Assessment Program 2001 and 2002 Executive Summary documents. Questar Educational Systems, Inc., the scoring contractor and the VDOE Division of Assessment and Reporting provided data used for calculating participation and performance rates for the VAAP. The VAAP participation rate equals the number of alternate assessments taken in Virginia shown on the graphs below divided by the total number of students with an active IEP the same period of time. Performance percentages are based on the total number of students at each proficiency level divided by the total number of students participating in each content area.

**Comments** – Participation in the VAAP increased by 0.5 percent from 2000-01 to 2001-02. Less than 2 percent of students serviced under a current IEP are VAAP participants. Performance rates in the VAAP increased in the Advanced level in all four content areas. Performance rates decreased in the Proficient level and Needs Improvement level in all four content areas. Overall, the data show improvement across content areas.

### Data Source

Virginia Department of Education, Office of Assessment and Reporting (2000-2002). *Virginia alternate assessment program report*. Richmond, Virginia: Author.

**Table 8 – Alternate Assessment Participation by Students with Disabilities in Virginia**

VAAP Participation	2000-2001	2001-2002
Students with an IEP	157,441	161,280
Students taking VAAP	2,008	2,849
Participation Rate	1.3%	1.8%

**Table 9 - Alternate Assessment Performance by Students with Disabilities**

VAAP Performance	English		Math		Science		History	
	2000-2001	2001-02	2000-2001	2001-02	2000-2001	2001-02	2000-2001	2001-02
Advanced	19%	43%	23%	47%	15%	38%	31%	54%
Proficient	63%	48%	64%	48%	67%	55%	52%	38%
Needs Improvement	16%	8%	12%	5%	16%	7%	15%	8%
Not Submitted	2%	0%	1%	0%	2%	0%	1%	0%

All Grade Levels Combined. Totals may not equal 100%.

Strategic Direction I, Goal 1, Performance Indicator L

## Secondary vocational program completers from special populations

**Secondary Vocational Education Indicator** - This indicator reflects the percentage of special populations program completers who achieve Virginia's threshold of performance (80 percent of Competency Attainment) in a career and technical program in comparison with all students who complete a career and technical education program.

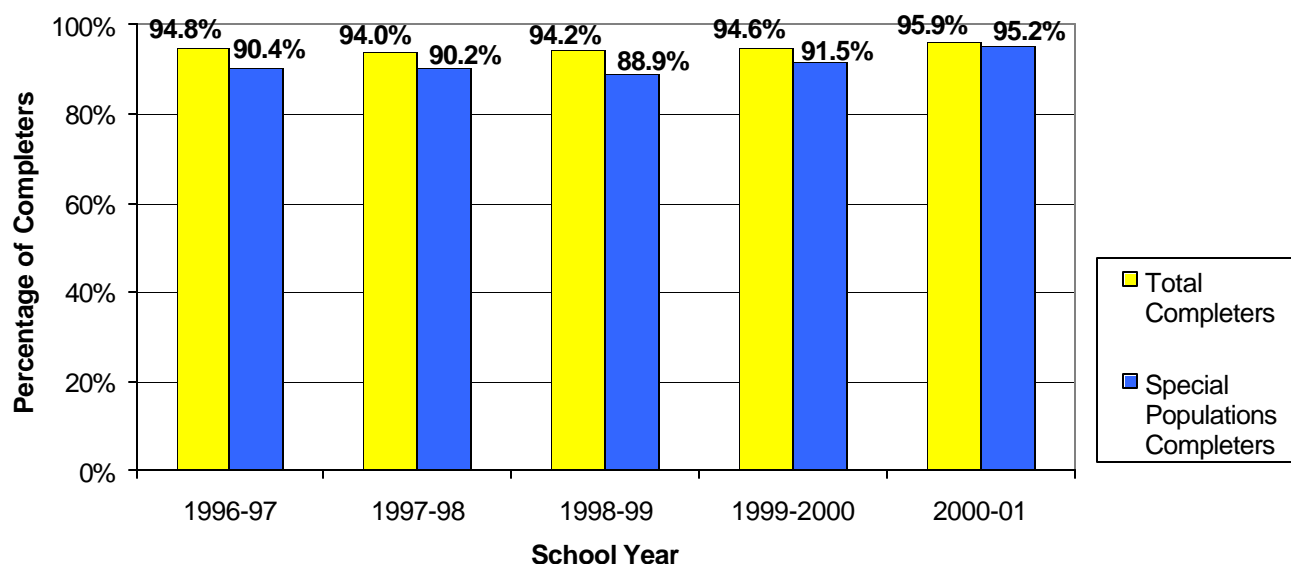
**Explanation** - This indicator addresses all special population students who have been identified in the Carl D. Perkins Vocational and Technical Act of 1998 (Perkins III) as: Limited English Speaking, Economic Disadvantage, Students with Disabilities, Displaced Homemaker, and Single Parent.

**Comments** - In school years 1996-97 and 1997-98 the difference between special populations program completers and all students who are career and technical program completers was more than 4 percent (4.4 percent). By the 1998-99 school year, the difference grew to 5.33 percent. Beginning in the 1999-2000 school year the state created and provided essential competency lists that were industry-validated and all school divisions were required to use them. During the 1999-2000 school year the achievement gap between all program completers and those who are members of special populations decreased to 3.13 percent. A bigger difference occurred during next school year, 2000-01. For the first time in more than half a decade, the difference in the achievement gap between all program completers and special populations program completers was less than 1 percent (0.7 percent).

### Data Source

Virginia Department of Education, Office of Career and Technical Education (1996-2001). *Measure 3 of the core standards and measures*. Richmond, Virginia: Author.

**Graph 37 – Percentage of Secondary Vocational Completers Who Attained at least 80% of the Industry-Validated Competencies in Virginia**



Strategic Direction I, Goal 1, Performance Indicator M

## Post-secondary student status for students with disabilities

**Post-Secondary Status Indicator** - This indicator represents the post-secondary status of young adults with disabilities.

**Explanation** – A VDOE post-secondary survey collected information from a sample of high school graduates who exited school in 1999. Information was collected through personal telephone interviews to identify factors impacting their employment, post-secondary education, and independent living.

**Comments** – Ninety-two percent of the student sample consisting of graduates with disabilities reported they had earned a diploma. Sixty percent reported they received a Standard Diploma; 29 percent reported they had received a Special Diploma; 9 percent reported they had received an Advanced Studies Diploma; and 2 percent reported they received another type of diploma.

Fifty-four percent of the student sample reported their disability category as a specific learning disability; 12 percent reported their disability category as mental retardation; 8 percent reported other health impairments; 6 percent reported emotional disabilities; 5 percent reported hearing impairments; and 5 percent reported severe disabilities. Autism, multiple disabilities, orthopedic impairment, traumatic brain injury, and vision impairment accounted for 11 percent of the total.

Fifty-one percent of the student sample reported the skills they learned through vocational education were not being used in their current job; 39 percent reported the vocational skills they learned were being used in their current job; and 10 percent reported they were using these skills in an educational or training program in which they were currently involved.

Forty-two percent of the student sample reported their attendance at a university or college; 43 percent reported their attendance at a community college; 10 percent reported their attendance at a vocational or technical school; and 5 percent reported that they were not attending at a post-secondary institution.

Thirty percent of the student sample reported they had held one job since graduation; 26 percent reported they have held two jobs since graduation; 29 percent reported they have held three or more jobs since graduation; and 15 percent reported they were not currently employed.

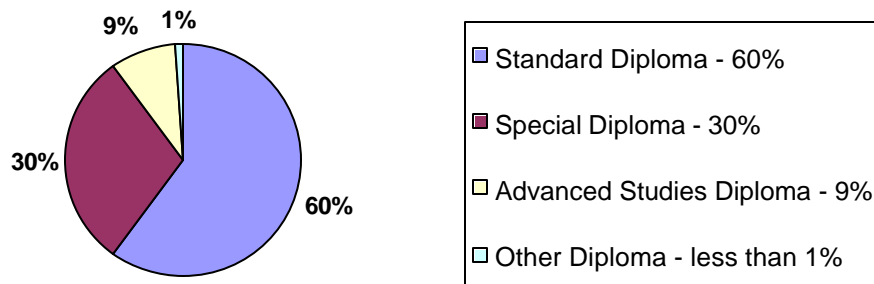
Thirty-two percent of the student sample reported they were living independently; 60 percent reported they were living with their parents; 4 percent reported they were living with a relative; 3 percent reported they were in supervised living situations; and less than 1 percent reported they were in prison.

### Data Source

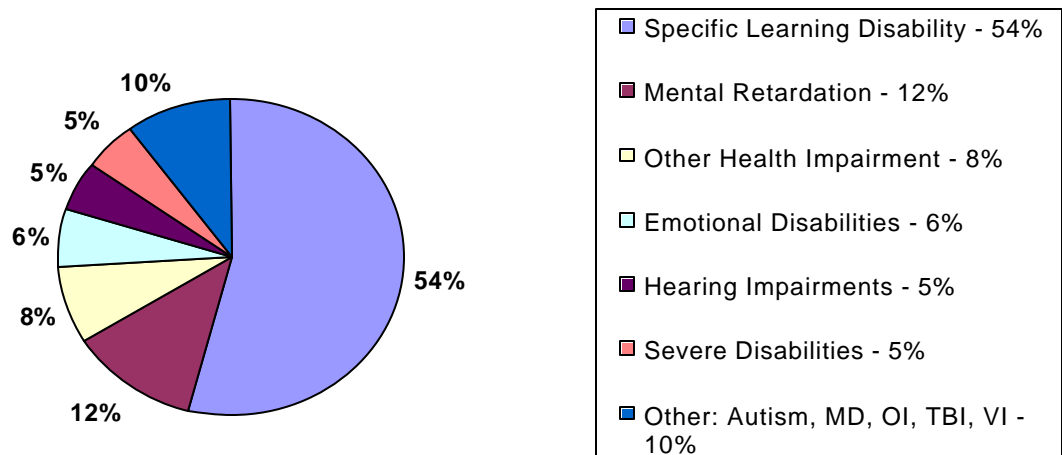
Virginia Department of Education, Office of Special Education (2001-02). *Post-school follow-up survey preliminary results report*. Richmond, Virginia: Author.

Strategic Direction I, Goal 1, Performance Indicator M, continued

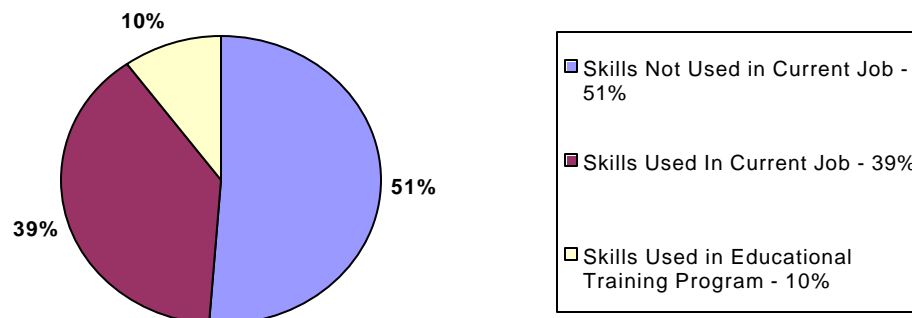
**Graph 38 - Percentage of Diploma Types Earned by a Sample of High School Graduates with Disabilities in Virginia, 1999**



**Graph 39 - Percentage of Disability Categories for a Sample of High School Graduates with Disabilities in Virginia, 1999**



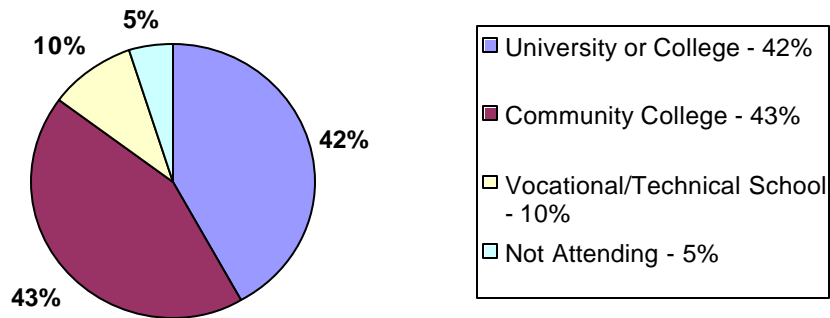
**Graph 40 - Percentage of a Sample of High School Graduates with Disabilities in Virginia with Vocational Skills in Current Use, 1999**



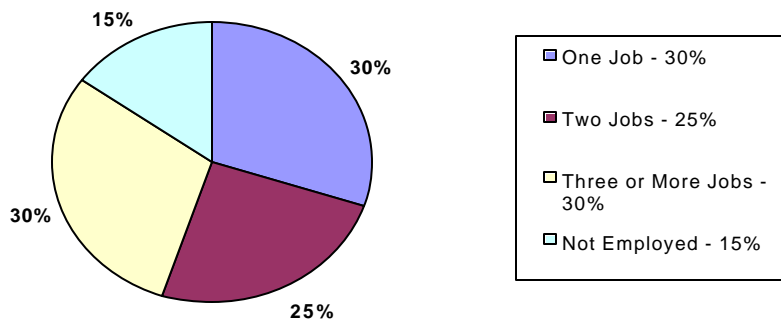


Strategic Direction I, Goal 1, Performance Indicator M

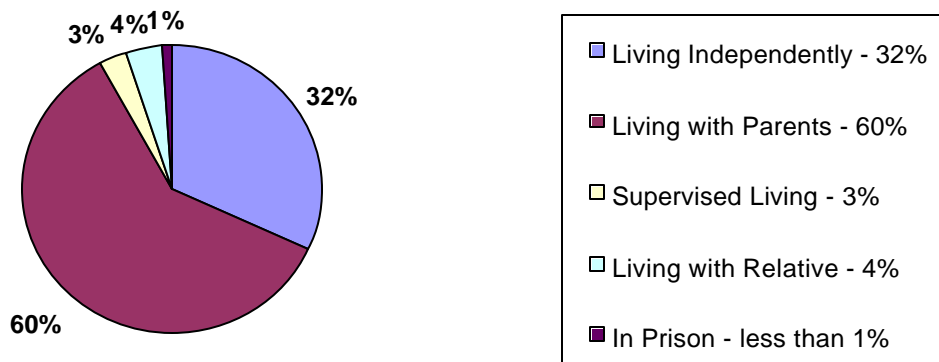
**Graph 41 - Percentage of a Sample of High School Graduates with Disabilities Attending Post-Secondary Education in Virginia, 1999**



**Graph 42 - Percentage of a Sample of High School Graduates with Disabilities who have held One or More Jobs since Graduation in Virginia, 1999**



**Graph 43 - Percentage of Living Situations for a Sample of High School Graduates with Disabilities in Virginia, 1999**



Strategic Direction I, Goal 1, Performance Indicator N

## Monitoring and Free Appropriate Public Education (FAPE)

**Program Monitoring and FAPE Indicator** - This indicator represents seven areas affecting free appropriate public education in the special education monitoring process involving results from school divisions' self-assessment and the VDOE's on-site compliance reviews. The VDOE's monitoring of special education is managed in the Division of Educational Accountability, Office of Federal Program Monitoring.

**Explanation** – The seven areas affecting FAPE in the monitoring process are child find, procedural safeguards, staffing, evaluation, individualized education program (IEP), least restrictive environment (LRE), and discipline.

**Comments** – The tables seen below reflect the analysis of issues identified by the monitoring process over a three-year period. Tracking charts in the Office of Federal Program Monitoring show that more than 50 percent of the issues that were identified by school divisions were corrected prior to VDOE's on-site reviews. Follow-up reports document that corrective action plans have been fully implemented, except in three school divisions. As of November 1, 2002, those three school divisions were undergoing continued review.

### Data Source

Virginia Department of Education, Office of Federal Program Monitoring (1999-2002). *Special education monitoring reports to school divisions*. Richmond, Virginia: Author.

**Table 10 - Special Education Monitoring Process in Virginia, 1999-2000**

25 School Divisions Reviewed					
Areas of FAPE	Number of Requirements Reviewed	Number of LEAs Cited	Number of Issues in Noncompliance		*Corrections made by LEAs prior to VDOE's on-site review
			Identified by LEA	Identified by VDOE	
Child Find	20	9	18	1	13
Procedural Safeguards	47	8	3	5	3
Staffing	4	5	4	0	4
Evaluation	58	15	42	2	13
IEP	64	17	40	64	28
LRE	14	7	6	1	2
Discipline	32	10	16	1	8

\* As of November 1, 2002, follow up of tracking charts show that school divisions have implemented corrective action plan.

Strategic Direction I, Goal 1, Performance Indicator N, continued

**Table 11 - Special Education Monitoring Process in Virginia, 2000-2001**

22 School Divisions Reviewed					
Areas of FAPE	Number of Requirements Reviewed	Number of LEAs Cited	Number of Issues in Noncompliance		*Corrections made by LEAs prior to VDOE's on-site review
			Identified by LEA	Identified by VDOE	
Child Find	20	4	13	0	10
Procedural Safeguards	47	4	19	17	18
Staffing	4	2	3	0	2
Evaluation	58	4	38	0	33
IEP	64	22	35	75	31
LRE	14	8	4	6	4
Discipline	32	7	17	7	16

\* As of November 1, 2002, follow up of tracking charts show that school divisions have implemented corrective action plan.

**Table 12 - Special Education Monitoring Process in Virginia, 2001-2002**

22 School Divisions Reviewed					
Areas of FAPE	Number of Requirements Reviewed	Number of LEAs Cited	Number of Issues in Noncompliance		*Corrections made by LEAs prior to VDOE's on-site review
			Identified by LEA	Identified by VDOE	
Child Find	20	12	27	0	25
Procedural Safeguards	47	7	13	3	10
Staffing	4	2	0	3	1
Evaluation	58	13	42	13	29
IEP	64	13	35	66	12
LRE	14	6	17	2	16
Discipline	32	10	7	0	5

\* Three LEAs are under review for continuous improvement, requiring continued follow up by VDOE.

Strategic Direction I, Goal 1, Performance Indicator N, continued

**Table 13 - Major Issues of Non-Compliance Identified, 1999-2002**

<b>Child Find:</b>	<b>Staffing:</b>
Child Find procedures 60-day screenings	Caseloads Qualification requirements
<b>Discipline:</b>	<b>Least Restrictive Environment:</b>
Disciplinary procedures Manifestation determination Functional behavior assessment Behavior intervention plans	Removal of children from the regular environment Continuum of alternative placements Supplementary services Educational placements Age-appropriate placements
<b>Evaluation/Reevaluation/Eligibility:</b>	<b>Individualized Education Plan (IEP):</b>
Evaluation / Reevaluation / Eligibility Notice of ensure parent participation Evaluation, reevaluation, and eligibility procedures Evaluation reports provided Timelines Qualified professionals & the parent determine eligibility Written summary for making determination Documentation of eligibility to parent Procedures for serving transfer students Individualized Education Program (IEP) Developed and in effect within 30 days	Student invited to attend meetings on transition Notice of meetings Participation of general education teachers Statement of present levels of educational performance Measurable annual goals & progress toward goals Statement of special education and related services Explanation of extent of participation Assessment, why, how, and impact Informing parents of progress Transition service needs and services Extended school-year services

Strategic Direction I, Goal 1, Performance Indicator O

## Due process and FAPE

**Due Process Hearings and FAPE Indicator** – This indicator represents the cases affecting free appropriate public education in the state due process hearing system.

**Explanation** – The number of due process cases concluded from 1998-99 through 2001-02 is shown in the graph below. The percent of cases that do not result in a due process hearing is calculated by dividing the number of requests for hearings by the number of cases that were settled, dismissed, or withdrawn, plus the number of hearings.

**Comments** – Seventy-nine due process cases were concluded in 1998-99; 90 cases were concluded in 1999-2000; 93 cases were concluded in 2000-01; and 86 cases were concluded in 2001-02.

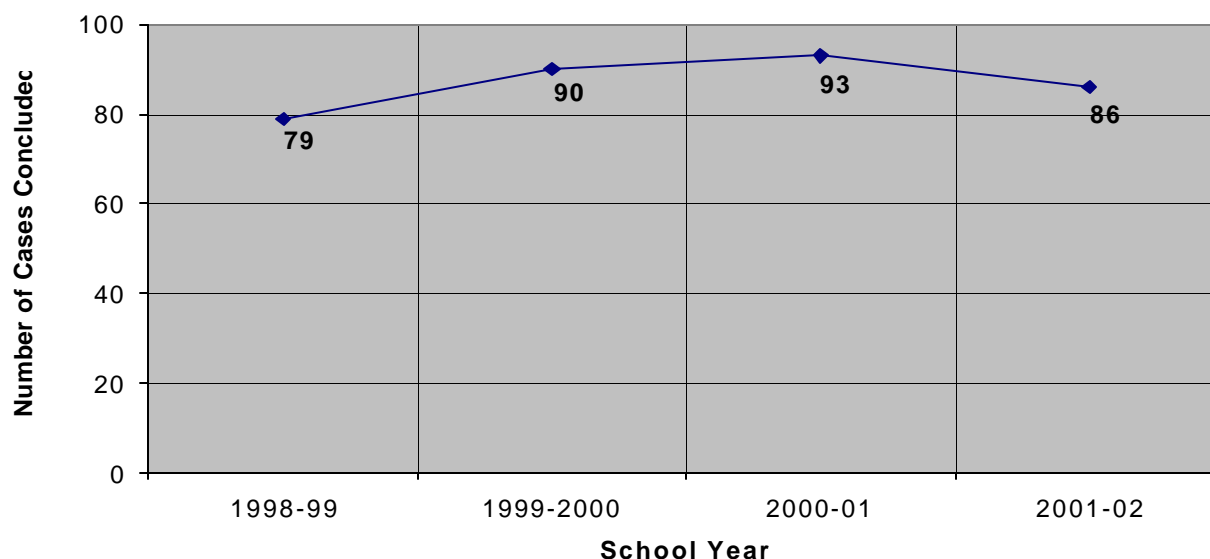
Eighty percent of the cases were settled, dismissed, or withdrawn without having a hearing in 1998-99; 72 percent in 1999-2000; 76 percent in 2000-01; and 72 percent in 2001-02.

In 1998-99 parents prevailed in two decisions, school divisions prevailed in 12 decisions, and there were two split decisions. In 1999-2000 parents prevailed in five decisions, school divisions prevailed in 15 decisions, and there were two split decisions. In 2000-01 parents prevailed in three decisions, school divisions prevailed in 11 decisions, and there were three split decisions. In 2001-02 parents prevailed in three decisions, school divisions prevailed in 12 decisions, and there were nine split decisions.

### Data Source

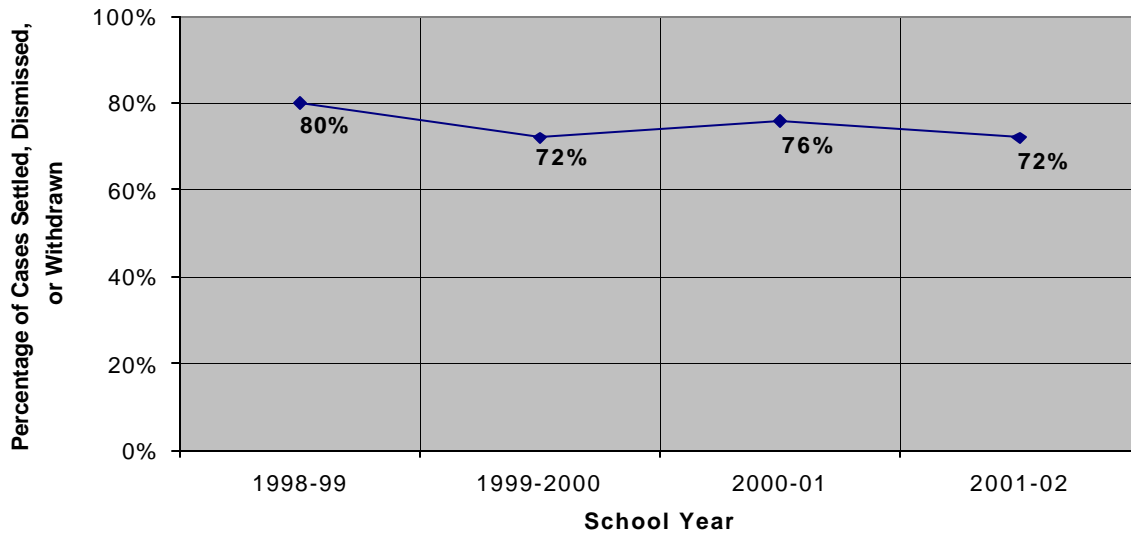
Virginia Department of Education, Office of Due Process and Complaints (1998-2002). *Annual report for special education due process and special education complaints*. Richmond, Virginia: Author.

**Graph 44 - Number of Cases that Were Concluded in Virginia**

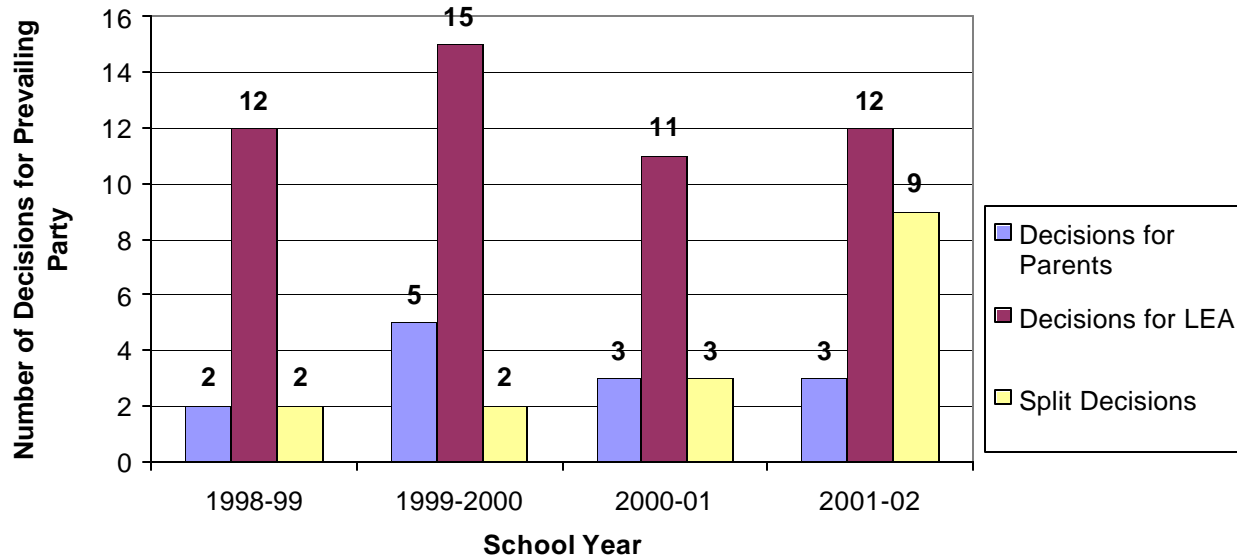


Strategic Direction I, Goal 1, Performance Indicator O, continued

**Graph 45 - Percentage of Cases Settled, Dismissed, or Withdrawn in Virginia**



**Graph 46 - Number of Decisions Rendered for the Prevailing Party in Virginia**



Strategic Direction I, Goal 1, Performance Indicator P

## Complaints and FAPE

**Complaints and FAPE Indicator** – This indicator represents complaint cases involving school divisions and free appropriate public education.

**Explanation** – Data were compiled from the *Annual Reports for Special Education Due Process and Special Education Complaints* for the number of complaints handled, number of issues involved, and percent of issues found to be in noncompliance.

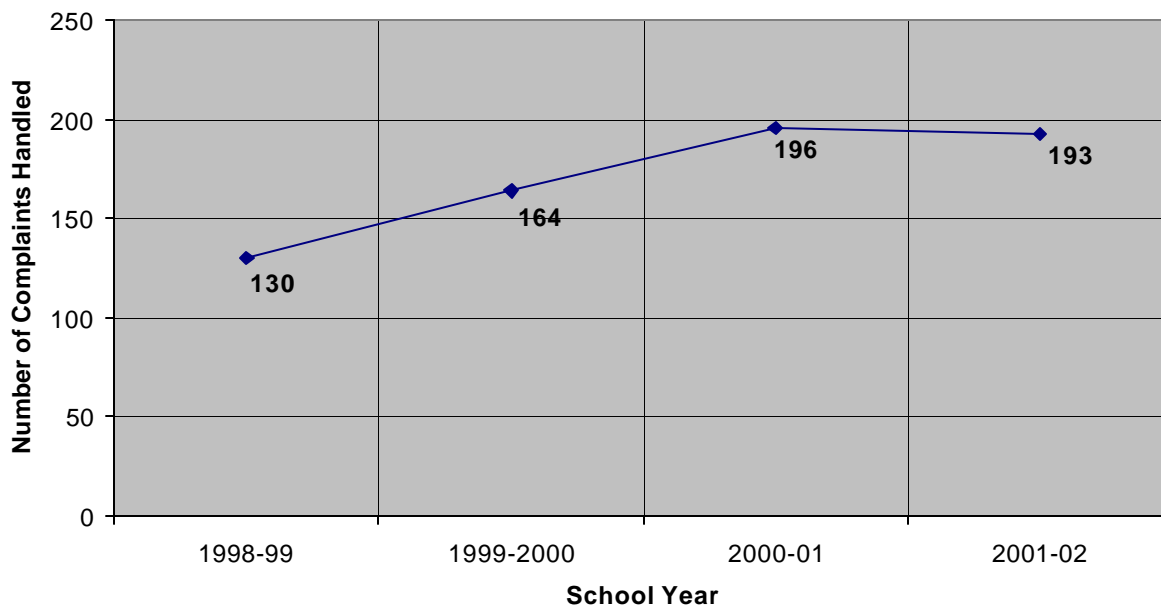
**Comments** – In 1998-99 VDOE handled 130 complaint cases in which 41 percent resulted in noncompliance. In 1999-2000 VDOE handled 164 complaint cases in which 44 percent resulted in noncompliance. In 2000-01 VDOE handled 196 complaint cases in which 45 percent resulted in noncompliance. In 2001-02 VDOE handled 193 complaint cases in which 52 percent resulted in noncompliance.

Issues included child find, discipline, evaluation/eligibility, free appropriate public education (FAPE), IEP, placement, procedural safeguards, program standards (including staffing requirements), and student records. During this timeframe the percent of noncompliance findings increased by 11 percent.

### Data Source

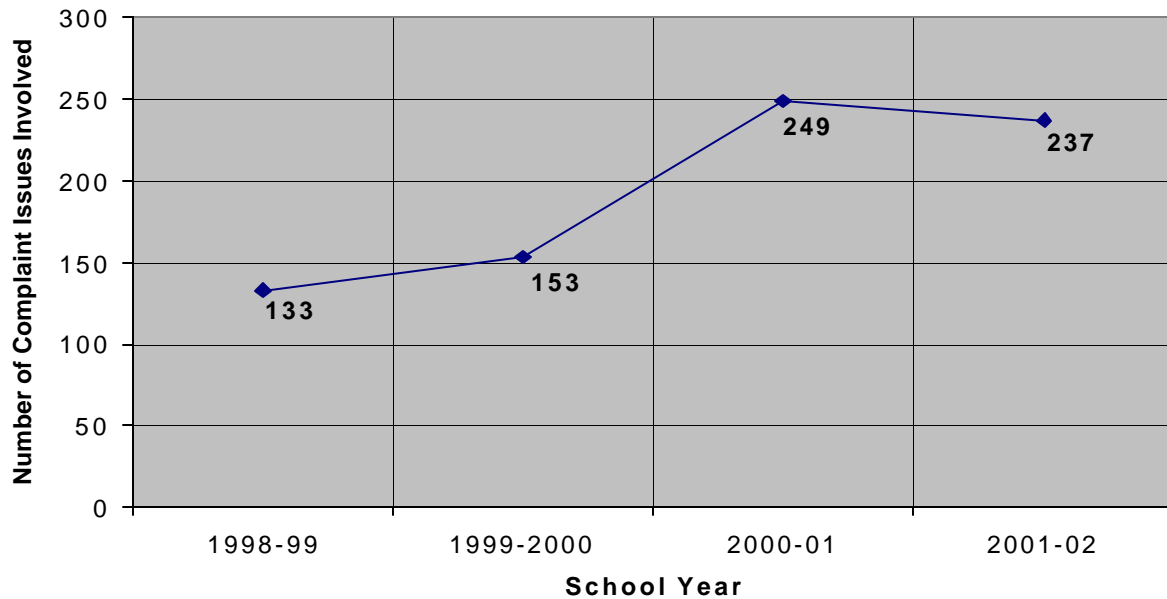
Virginia Department of Education, Office of Due Process and Complaints (1998-2002). *Annual report for special education due process and special education complaints*. Richmond, Virginia: Author.

**Graph 47 - Number of Complaints Handled in Virginia**

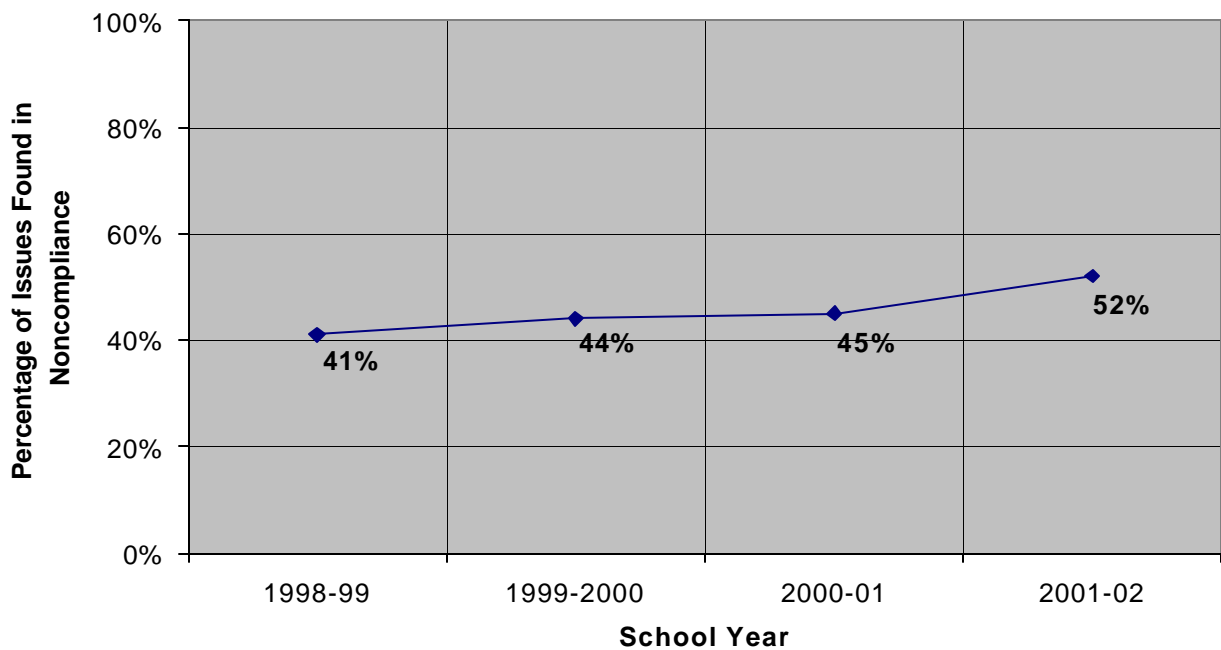


Strategic Direction I, Goal 1, Performance Indicator P, continued

**Graph 48 - Number of Complaint Issues Involved in Virginia**



**Graph 49 - Percentage of Issues Found in Noncompliance in Virginia**





Strategic Direction I, Goal 1, Performance Indicator P, continued

**Table 14 - Number of Complaints for Each Type of Issue in Virginia**

Issue	1998-99	1999-2000	2000-2001	2001-02
Child Find	6	4	1	10
Discipline	18	20	30	23
Evaluation/Eligibility	24	26	47	36
FAPE	27	53	71	53
Individual Education Plan- IEP	90	138	179	154
Placement	8	30	6	4
Procedural Safeguards	21	38	72	36
Program Standards (Staffing Requirements)	2	8	11	13
Student Records	0	15	14	15
Miscellaneous	34	6	26	5

## **Improvement Activities for School Completion and Graduation**

### ***Data collection, analysis, and use -***

The Virginia Department of Education will expand analysis and use of data to:

- align data collection as much as possible across projects and agencies,
- increase relevant data collection and analysis, and
- promote the use of data for planning improvement throughout state and local systems.

### ***Develop, fund, and manage state-directed local projects -***

The Virginia Department of Education will use data to identify target areas where barriers to student success need to be reduced or eliminated. Current activities targeted for local support include sub-grants for:

- assistive technology,
- partnerships with colleges and universities,
- local improvement capacity-building activities and evaluation,
- secondary transition projects,
- student health,
- dropout and truancy reduction,
- character education projects, and
- local/regional parent resource centers.

### ***Information development and dissemination -***

The Virginia Department of Education will provide technical assistance to:

- expand dissemination of information to stakeholders, and
- provide information on effective practices that promote student achievement, collaboration, and parent and student involvement.

### ***Interagency collaboration -***

The Virginia Department of Education will maintain and develop partnerships with state agencies and organizations to help build the capacity of state systems. Examples include:

- develop new interagency agreements and review and revise existing agreements,
- provide model agreements for localities, and
- target resources to other agencies based on evaluation data.

### ***Compliance oversight and general supervision -***

The Virginia Department of Education has a critical role in ensuring that programs and services provided for children and youth with disabilities comply with federal and state regulations. Improvement strategies will focus on:

- design monitoring systems that reflect the relationship between compliance, quality, and improved outcomes for children, and
- coordinate efforts to follow-up with corrective action implementation by school divisions.

## Strategic Direction II: Personnel development

### Goal 2 – Fully Qualified Personnel

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

#### **Goal 2**

Increase the supply of qualified special educators and related service personnel who are endorsed in the special education area to which they are assigned.

The Virginia Department of Education recognizes personnel with a special education conditional and provisional license and those who are in the process of attaining the highest level of preparation required for the position assigned. This includes interpreters who are in the process of attaining state or national credentials. For purposes of this plan, fully qualified personnel are defined as those persons holding a five-year, renewable license issued by the Virginia Department of Education with appropriate endorsement in the special education area for the position assigned, holding a current license from another Virginia licensure board in the area for the position assigned, or holding other state credentials required in the area for the position assigned.

Strategic Direction II, Goal 2, Performance Indicator A

## Conditional and Provisional Licenses

**Conditional and Provisional Licenses Indicator** - This indicator reflects the number of special education personnel with conditional and provisional licenses.

**Explanation** – These data represent the number of conditional and provisional licenses issued to special education personnel between 1999-2000 and 2001-02. This indicator represents the number of employed teachers and speech-language pathologists who do not currently hold full endorsement for the assigned position, including personnel with a special conditional or provisional license. The conditional license is a three-year, nonrenewable license issued to an individual who does not hold the appropriate special education endorsement. The provisional license is a three-year, nonrenewable license issued to individuals, including individuals employed as speech-language pathologists, who have not yet met all licensure requirements.

**Comments** – The number of conditional and provisional licenses issued in every disability endorsement area increased from 1999-2000 to 2001-2002 as indicated in the table below.

### Data Source

Virginia Department of Education, Division of Teacher Education and Licensure (1999-2002).  
[Teacher education and licensure database for licensure applications) Unpublished data.

**Table 15 - Number of Conditional and Provisional Licenses by Issue Year in Virginia**

Disability Category	1999-2000	2000-2001	2001-2002
Early Childhood	42	65	88
Emotional Disturbances	212	464	567
Hearing Impairment	4	7	16
Mental Retardation	166	235	289
Severe Disabilities	23	45	71
Learning Disabilities	397	649	910
Visual Impairment	1	5	11
*Speech-Language Pathology	74	74	125
<b>Totals</b>	<b>919</b>	<b>1544</b>	<b>2077</b>

Strategic Direction II, Goal 2, Performance Indicator B

## Personnel who are fully qualified and not fully qualified in Virginia

**Fully Qualified and Not Fully Qualified Personnel Indicator** – This indicator reflects the number of personnel who hold full endorsement for the position assigned compared with personnel who do not have full endorsement.

**Explanation** – These data represent full-time employed teachers and other special education and related services personnel who are fully qualified for the positions assigned compared with teachers and other personnel who are not fully qualified. For teachers, fully qualified means they are licensed to teach and are endorsed for the disabilities of the students they teach. For other personnel, fully qualified applies to those who hold the appropriate certification or credentials for their position.

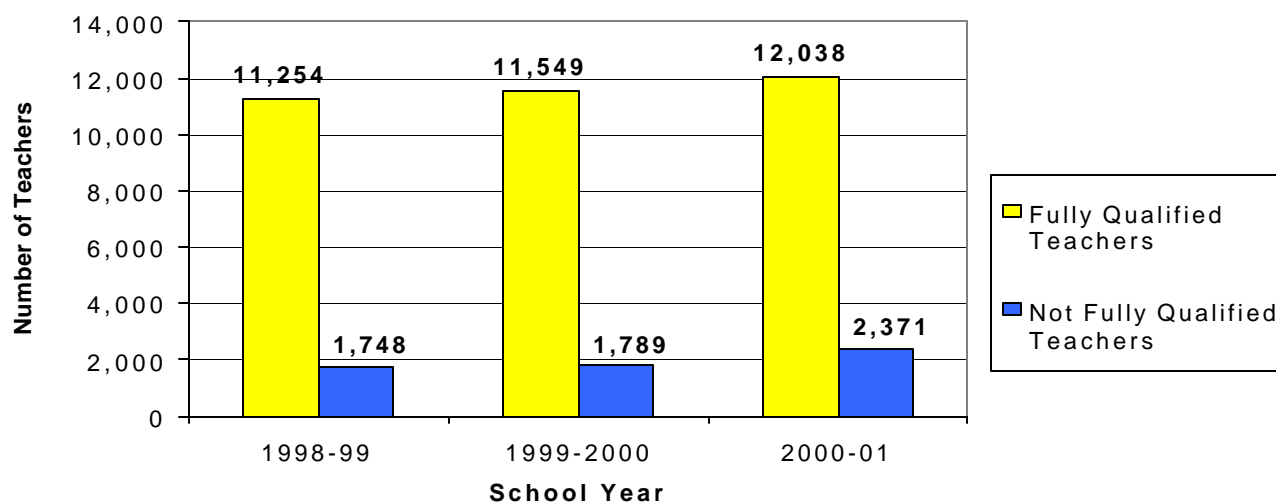
**Comments** – In the 1998-99 school year 11,254 special education teachers were fully qualified and 1,748 teachers were not fully qualified. In the 1999-2000 school year 11,549 special education teachers were fully qualified and 1,789 teachers were not fully qualified. In the 2000-01 school year 12,038 special education teachers were fully qualified and 2,371 teachers were not fully qualified.

In the 1998-99 school year 3,606 other special education and related services personnel were fully qualified and 229 were not fully qualified. In the 1999-2000 school year 3,741 personnel were fully qualified and 292 personnel were not fully qualified. In the 2000-01 school year 3,972 personnel were fully qualified and 263 personnel were not fully qualified. These data include related services personnel reported in the Federal Special Education Personnel Employed Report with the exception of teacher aides, rehabilitation counselors, other professional staff, and non-professional staff.

### Data Source

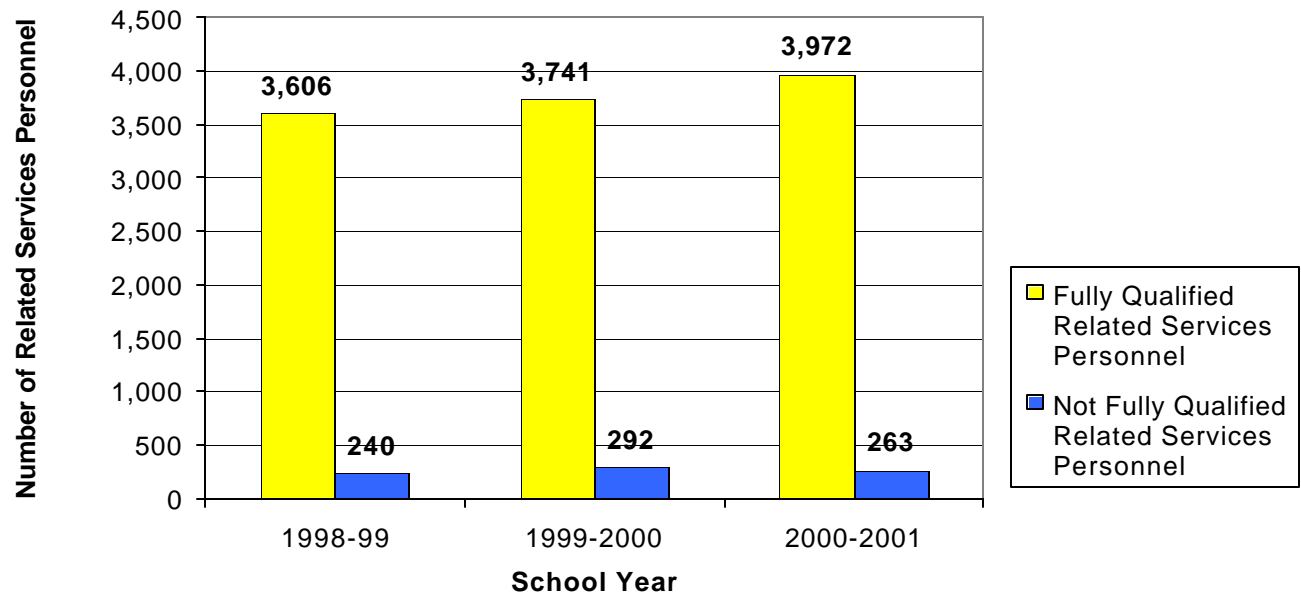
Virginia Department of Education, Office of Special Education (1997-2001). *Federal special education personnel employed report*. Richmond, Virginia: Author.

**Graph 50 - Number of Fully Qualified and Not Fully Qualified Teachers in Full-Time Employment in Virginia**



Strategic Direction II, Goal 2, Performance Indicator B, continued

**Graph 51 - Number of Fully Qualified and Not Fully Qualified Other Special Education and Related Services Personnel Employed in Virginia**



Strategic Direction II, Goal 2, Performance Indicator C

## Interpreters who are fully qualified and not fully qualified in Virginia

**Qualified and Not Qualified Interpreters Indicator** - This indicator shows the number of sign language, cued speech, and oral interpreters or transliterators who meet the state's requirements for the position assigned compared with those interpreters who do not yet meet the state's requirements.

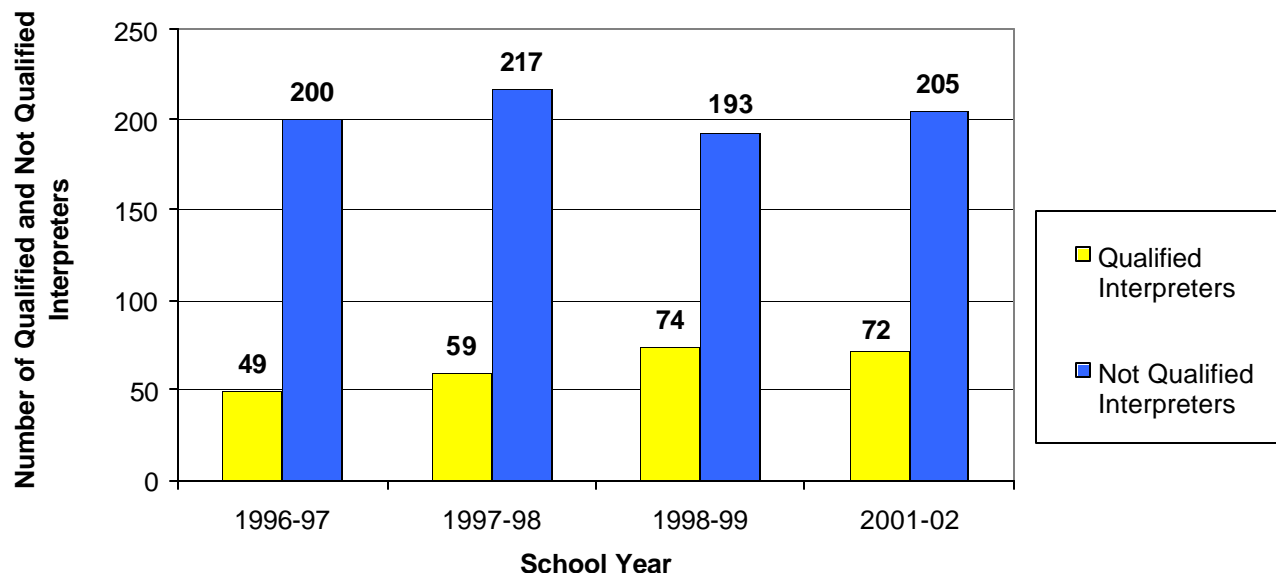
**Explanation** – These data represent full-time equivalent personnel who provide sign language, cued speech, and oral interpreting and transliterating services. Qualified interpreters include those persons who hold the Virginia Quality Assurance Screening Level III, or equivalent, or higher national certification from the Registry of Interpreters for the Deaf, National Association for the Deaf, TEC Unit (for Cued Speech), or oral interpreters who have passed the code of ethics. These data were not collected from 1999–2001.

**Comments** – From 1996-97 to 1998-99 the number of qualified interpreters increased in Virginia, 49 to 74. The number leveled off, 74 to 72, in the years from 1998-99 to 2001-02. The number of interpreters who are not qualified has not decreased significantly during this reporting period. Despite the availability of training grants, the number of qualified interpreters still remains only 25 percent of the population.

### Data Source

Virginia Department of Education, Division of Special Education and Student Services (1996-2002).  
*Interpreters who are qualified and not qualified*. Richmond, Virginia: Author.

**Graph 52 – Number of Interpreters Fully Qualified and Not Fully Qualified in Virginia**



Strategic Direction II, Goal 2, Performance Indicator D

## Retained Personnel in Virginia

**Retained Personnel Indicator** - This indicator represents the number of special education and related services personnel, both fully qualified and not fully qualified, who were retained in the same school division in a special education position during the previous school year.

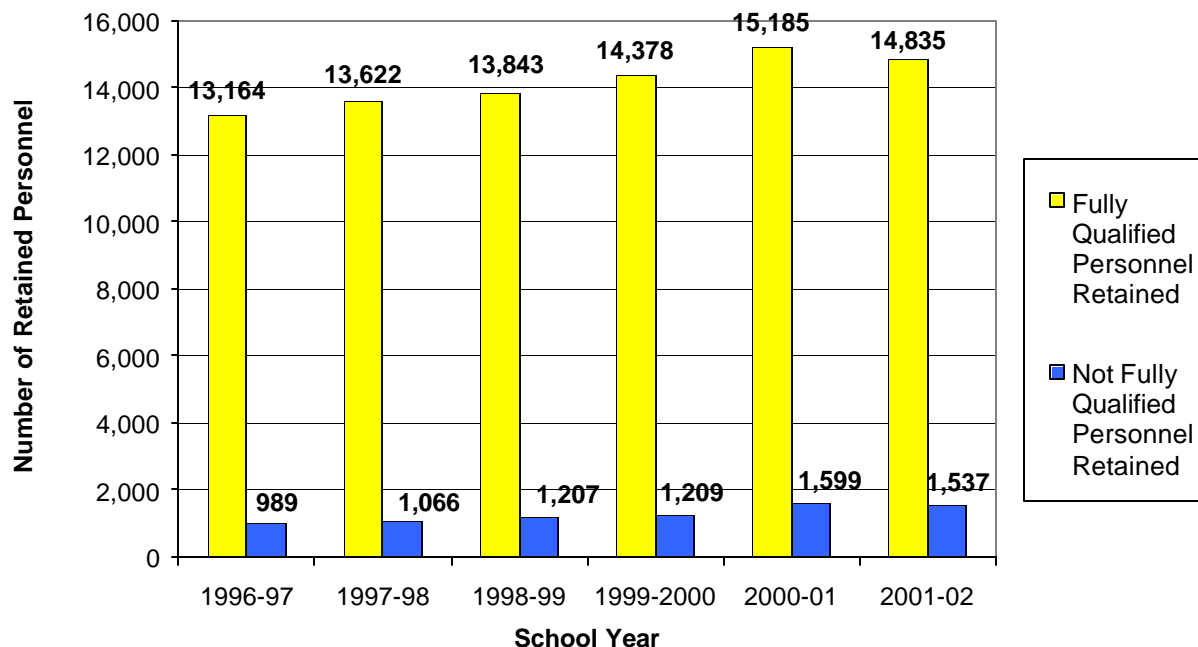
**Explanation** – These data represent full-time equivalent personnel employed and personnel contracted to provide special education and related services, both fully qualified and not fully qualified, who hold the appropriate professional license for the assignment, and who were employed in the same school division in a special education position during the previous school year.

**Comments** – From 1996-97 to 2001-02 the number of fully qualified retained personnel increased (from 13,164 to 14,835) and the number of not fully qualified retained personnel increased (from 989 to 1,537).

### Data Source

Virginia Department of Education, Division of Special Education and Teacher Education and Licensure (1996-2002). *Federal special education personnel employed report*. Richmond, Virginia: Author.

**Graph 53 - Number of Retained Fully Qualified Personnel and Retained Not Fully Qualified Personnel in Virginia**





Strategic Direction II, Goal 2, Performance Indicator E

## Personnel preparation program completers in Virginia

**Personnel Preparation Indicator** - This indicator represents the number of persons graduating from Virginia colleges and universities who complete approved special education personnel preparation programs in Virginia.

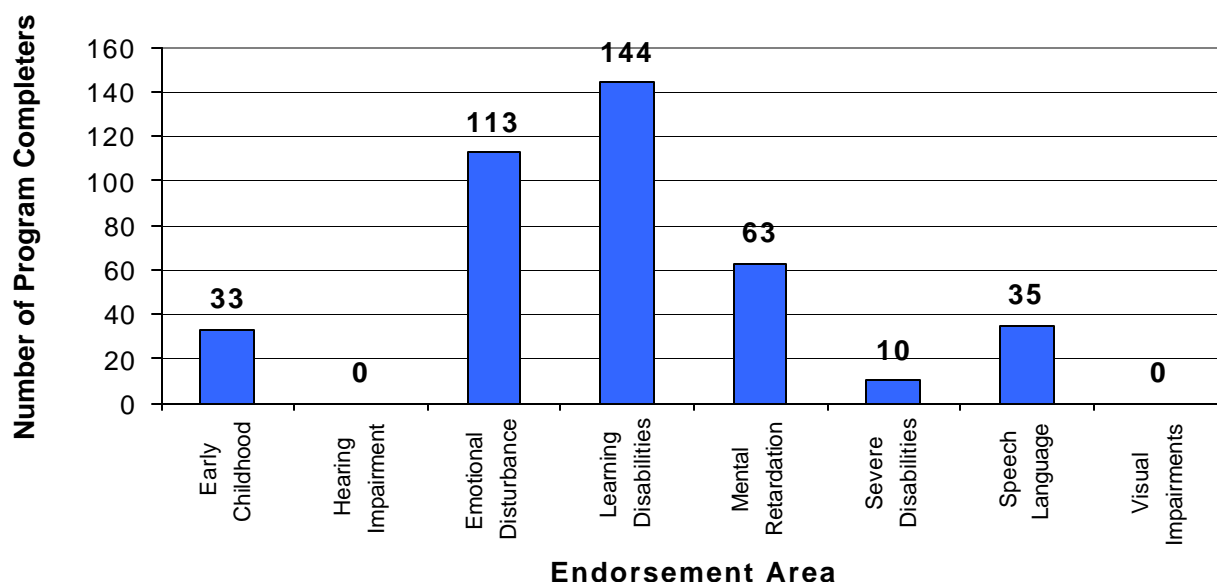
**Explanation** – These data were reported by schools of education in colleges and universities in Virginia. There are four major components that institutions must consider when defining Virginia's program completers. A candidate must a) successfully complete all the institution's program requirements; b) be eligible to be recommended for an initial teaching license; c) successfully complete Praxis I; and d) successfully complete Praxis II, if appropriate.

**Comments** – Learning disabilities, mental retardation, and emotional disturbances (high incidence special education categories) had the most program completers with 320 in 2000-01. There were fewer program completers in low incidence categories (10 in Severe Disabilities and zero in both Hearing Impairment and Vision Impairment) than in Early Childhood Special Education and Speech-Language Pathology (33 and 35, respectively). These data indicate the number of program completers for an initial license; therefore, candidates for licensure only, added endorsement, or graduate programs may not be included in these data.

### Data Source

Virginia Department of Education, Division of Teacher Education and Licensure (2000-01). *Teacher preparation programs in Virginia annual report*. Richmond, Virginia: Author.

**Graph 54 - Number of Program Completers for Personnel Preparation in Virginia's Colleges and Universities, 2001**



## Strategic Direction II: Personnel Development

### Goal 3 – Personnel Development in All Endorsement Areas

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

**Goal 3**

Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.

The Virginia Department of Education recognizes state-approved colleges and universities through a governmental activity requiring professional education programs within a state to meet standards of quality so that their graduates will be eligible for state licensing.

Strategic Direction II, Goal 3, Performance Indicator A

## Approved teacher preparation programs in Virginia

**Approved Teacher Preparation Indicator** - The indicator represents the number and content or exceptionality area of approved teacher preparation programs in Virginia.

**Explanation** - These data reflect approved teacher preparation programs in Virginia. The data include new applications for approved programs in special education, but does not indicate the number of distance learning programs accessible to personnel in Virginia.

**Comments** – From 1998-2000, seven special education endorsement areas were available in Virginia. Learning disabilities had the largest number of approved programs, 21; vision impairment had none. During the time period, 1998-2001, eight special education endorsement areas were available in Virginia. Learning disability had the largest number of approved graduate, undergraduate, and licensure programs. The VDOE, Virginia Department for the Blind and Vision Impaired, and the University of Virginia Continuing Education Office offered a vision impairment endorsement program in 2000-01. The data for 2000-01 include those programs for undergraduate, graduate, and licensure only candidates.

### Data Source

Virginia Department of Education, Division of Teacher Education and Licensure (1998-2001).

*Approved special education teacher preparation programs in Virginia.* Richmond, Virginia:  
Author.

**Table 16 - Number of Approved Special Education Teacher Preparation Programs in Virginia, 2000-01**

Teacher Preparation Programs	1998-99	1999-2000	2000-01
Early Childhood Special Education	6	6	7
Emotional Disturbance	18	18	23
Hearing Impairment	0	0	1
Learning Disability	21	21	24
Mental Retardation	17	17	19
Severe Disabilities	6	6	6
Speech-Language Disorders	5	5	5
Vision Impairment	0	0	1
<b>Totals</b>	<b>73</b>	<b>73</b>	<b>86</b>

Strategic Direction II, Goal 3, Performance Indicator B

## Interstate agreements with Virginia that allow transfer of valid teaching license

**Interstate Agreements Indicator** - This indicator represents the number and types of Virginia Board of Education interstate and collaborative agreements.

**Explanation** – The Virginia Board of Education has made interstate and collaborative agreements to prepare personnel to serve low-incidence populations for the purpose of five-year, renewable licensure requirements. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher training program through a regionally accredited four-year college or university. If the individual holds a valid out-of-state teaching license it must be in force at the time the application for a Virginia license is made. Interstate agreements allow an individual to receive a Virginia teaching license.

**Comments** – From 1995 to 2000, Virginia had 39 interstate agreements for teachers, 19 for administrators, 22 for support personnel, and 14 for vocational educators. In the second time period, 2000-2005, Virginia had 48 interstate agreements for teachers (an increase of 23 percent), 31 for administrators (an increase of 63 percent), 29 for support personnel (an increase of 32 percent), and 19 for vocational personnel (an increase of 36 percent).

### Data Source

Virginia Department of Education, Division of Teacher Education and Licensure (1995-2000).  
*NASDTEC interstate contract*. Richmond, Virginia: Author.

**Table 17 - Number of Interstate Agreements for Licensure in Virginia**

Interstate Agreements	1995-2000	2000-2005
Teacher	39	48
Administrator	19	31
Support Personnel*	22	29
Vocational	14	19

\*Support personnel includes pupil personnel services, such as school social workers, school psychologists, guidance counselors, etc.

## **Strategic Direction II: Personnel Development**

### **Goal 4- Personnel Development for Administrators, Regular Educators, Paraprofessionals, and Related Services Personnel**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

#### **Goal 4**

Ensure ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide personnel development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.

Performance indicators reflecting this goal include VDOE special education information and training activity, as well as local reporting of their comprehensive system of personnel development.

Strategic Direction II, Goal 4, Performance Indicator A

## Virginia Department of Education personnel development

**VDOE Personnel Development Indicator** - This indicator relates to the number and types of personnel development activities provided through the VDOE for special education and student services. These data include service events attended by both school personnel and parents.

**Explanation** – These data were gathered from the training session evaluation form developed by the Virginia Department of Education, Division of Special Education and Student Services.

**Comments** – In the 2000-01 school year 280 personnel development activities were sponsored by VDOE. The topic Virginia special education regulations had 47 occurrences (17 percent of the total). Standards of Learning assessments had 29 occurrences (10 percent of the total). Instructional Support Teams (IST) and Virginia Alternate Assessment Program had 25 and 24 occurrences, respectively (9 percent each of the total). Twenty-seven other topics accounted for 55 percent of total occurrences.

In the 2001-02 school year 178 personnel development activities were sponsored by VDOE. The topic Individualized Educational Program (IEP) had 26 occurrences (15 percent of the total). Behavior assessment and intervention had 18 occurrences (10 percent of the total). IST had 16 occurrences (9 percent of the total). Data Issues had 10 occurrences (6% of the total). Thirty-four other topics accounted for 56 percent of the total occurrences.

### Data Source

Virginia Department of Education, Offices of Student Services, Special Education, Due Process and Complaints, Federal Program Monitoring, and State Operated Programs (2000-2002). [Training session evaluation forms data]. Unpublished data.

Strategic Direction II, Goal 4, Performance Indicator A, continued

**Table 18 - Number and Topic of VDOE Personnel Development Activities Jointly Attended by School Personnel and Parents in Virginia**

Topic/Content of Personnel Development Activities	Topical Occurrences in 2000-01	Topical Occurrences in 2001-02
2001 Virginia Special Education Regulations	47 (16%)	1*
All Areas (more than six areas marked)		2 (1%)
Assessment / Evaluation – Individual Student		5 (3%)
Behavior – Functional Behavioral Assessment & Behavior Intervention Plan	14 (5%)	18 (10%)
Character Education	2*	
Child Find & Child Study	2*	1*
Collaboration – General Education & Others, T/TAC	1*	7 (4%)
Conflict Management	2*	
Cultural Competency		4 (2%)
Data Issues		25 (14%)
Disability Specific – Autism, MR, VI, HI, LD	3 (1%)	4 (2%)
Discipline of Students with Disability		1*
Dropout / Truancy		1*
Due Process and Complaints, Hearing Officer Training		3 (2%)
Futures	3 (1%)	6 (3%)
Individualized Education Program (IEP)	7 (2%)	26 (14%)
Instructional Strategies: Social Studies, Math, Writing, Reading	9 (3%)	9 (5%)
Instructional Support Teams (IST)	25 (8%)	22 (11%)
InterAgency	3 (1%)	
Interpreter training		1*
Jail Setting Services	8 (3%)	6 (3%)
Local Educational Agency (LEA) Annual Plans	1*	2 (1%)
Leadership, Facilitation, Administrator Training	5 (2%)	2 (1%)
Mediation	12 (4%)	2 (1%)
Medicaid		5 (3%)
Paraprofessional Training	20 (7%)	5 (3%)
Parents: Parent Teacher Assoc., Parent Resource Ctr, Educational Training for Your Child		3 (2%)
Related Services: Assistive Technology, Transportation	5 (2%)	1*
School Nursing / Health	16 (5%)	3 (2%)
School Safety	22 (7%)	1*
School Social Work	5 (2%)	
Section 504		1*
State Improvement Grant and State Improvement Plan (SIG & SIP)	3 (1%)	6 (3%)
Special Education Requirements: Prior Notice, Federal Program Monitoring, IDEA Reauthorization	5 (2%)	7 (4%)
Speech-Language Pathology	9 (3%)	11 (6%)
Standards of Learning Assessments (SOL)	30 (10%)	6 (3%)
State Update	5 (2%)	4 (2%)
Surrogate Parents	1*	
Transition – Post-secondary Education	8 (3%)	5 (3%)
Virginia Alternate Assessment Program (VAAP)	24 (8%)	3 (2%)
<b>TOTAL number of training events</b>	<b>297?</b>	<b>184?</b>

One survey in 2000-01 was blank in area of Topic/Content; Percentages are rounded to nearest whole number; Activity sessions may have more than one topic; \*Less than 1%; ? Unduplicated Count - total number of training events per year

Strategic Direction II, Goal 4, Performance Indicator B

## **Training/Technical Assistance Center services**

**T/TAC Services Indicator** - This indicator represents the number and types of service events offered through the Virginia Department of Education's Training/Technical Assistance Centers (T/TAC).

**Explanation** – The Virginia Department of Education's T/TAC system provides a variety of personnel development services. The types of service events include consultations, information searches, library loans, linkages, long-term technical assistance agreements with schools (LTTA), presentations, referrals, and workshops.

**Comments** – From 1998 to 2002 the number of T/TAC service events increased. In the 1998-99 school year T/TACs offered 4,794 service events. In the 1999-2000 school year T/TACs offered 5,175 service events. In the 2000-01 school year T/TACs offered 6,149 service events. In the 2001-02 school year T/TACs offered 6,618 service events. During this five-year period information searches, library loans, and workshops involving dissemination of effective practices accounted for more than half of the services.

Personnel in school divisions, state-operate programs, early intervention systems, universities, private schools, and parents accessed T/TAC services. In the 1998-99 school year 20,391 personnel and parents accessed T/TAC services. In the 1999-2000 school year 32,717 personnel and parents accessed T/TAC services. In the 2000-01 school year 35,449 personnel and parents accessed T/TAC services. In the 2001-02 school year 37,139 personnel and parents accessed T/TAC services. Special and general education teachers comprised over half of the individuals who accessed T/TAC services. Administrators, related service providers, speech-language pathologists, and paraprofessionals comprised the next largest group that accessed T/TAC services. The number of parents who accessed T/TAC services increased during this period. Seven hundred and thirteen parents accessed T/TAC services in 1998-99; 1,041 parents in 1999-2000; 1,394 parents in 2000-01; and 1,801 parents in 2001-02. These data include individuals who participated in more than one service event.

### **Data Source**

Virginia Department of Education, Training/Technical Assistance Centers (1998-2002). *T/TAC data summary*. Richmond, Virginia: Author.



Strategic Direction II, Goal 4, Performance Indicator B, continued

**Table 19 - Number and Types of Services Provided By the T/TAC System in Virginia**

TYPE OF SERVICE	1998-99	1999-2000	2000-2001	2001-2002
On-site Consultation	559	670	664	567
Off-site Consultation	61	59	85	80
Phone consultation	158	185	222	301
Information service	1,276	1,714	2,076	2,711
Information e-mail	69	96	414	427
Library	1,701	1,522	1,663	1,416
Link/consultation	25	26	26	22
Link/information	75	81	140	217
Link/phone	27	43	53	34
Link/workshop	93	13	73	185
Team planning meetings	80	68	338	489
Presentation	102	143	172	155
Referral	84	57	78	78
Workshop	484	498	405	337
<b>TOTALS</b>	<b>4,794</b>	<b>5,175</b>	<b>6,149</b>	<b>6,618</b>

**Table 20 - Number and Types of Personnel and Parents Who Accessed T/TAC Services in Virginia**

TYPES OF PERSONNEL	1998-99	1999-2000	2000-01	2001-02
Administrator, General Education	833	1,346	1,499	1,954
Administrator, Special Education	1,314	2,053	2,376	2,161
Guidance Counselor	249	430	707	576
Human Services Agency Staff	504	535	917	808
Occupational Therapist	479	818	635	436
Paraprofessional (or Assistant)	946	2,103	1,924	2,490
Parent/Family	713	1,041	1,394	1,801
Physical Therapist	170	314	230	155
Other Related Service Provider	587	973	914	973
Speech Pathologist	1,111	1,611	1,485	1,224
Teacher, General Education	3,502	5,239	5,671	7,405
Teacher, Special Education	7,537	11,727	12,471	10,747
Transition Coordinator	281	342	1,126	1,083
University Professor/Student	1,044	1,771	1,717	2,657
Vocational Teacher/ Administrator	154	200	142	167
Other	967	2,214	2,241	2,502
<b>Total</b>	<b>20,391</b>	<b>32,717</b>	<b>35,449</b>	<b>37,139</b>

Strategic Direction II, Goal 4, Performance Indicator C

## Local education agency professional development

**School Divisions Professional Development Indicator** - This indicator provides state aggregate data on the number and types of personnel development activities provided by school divisions and state operated programs.

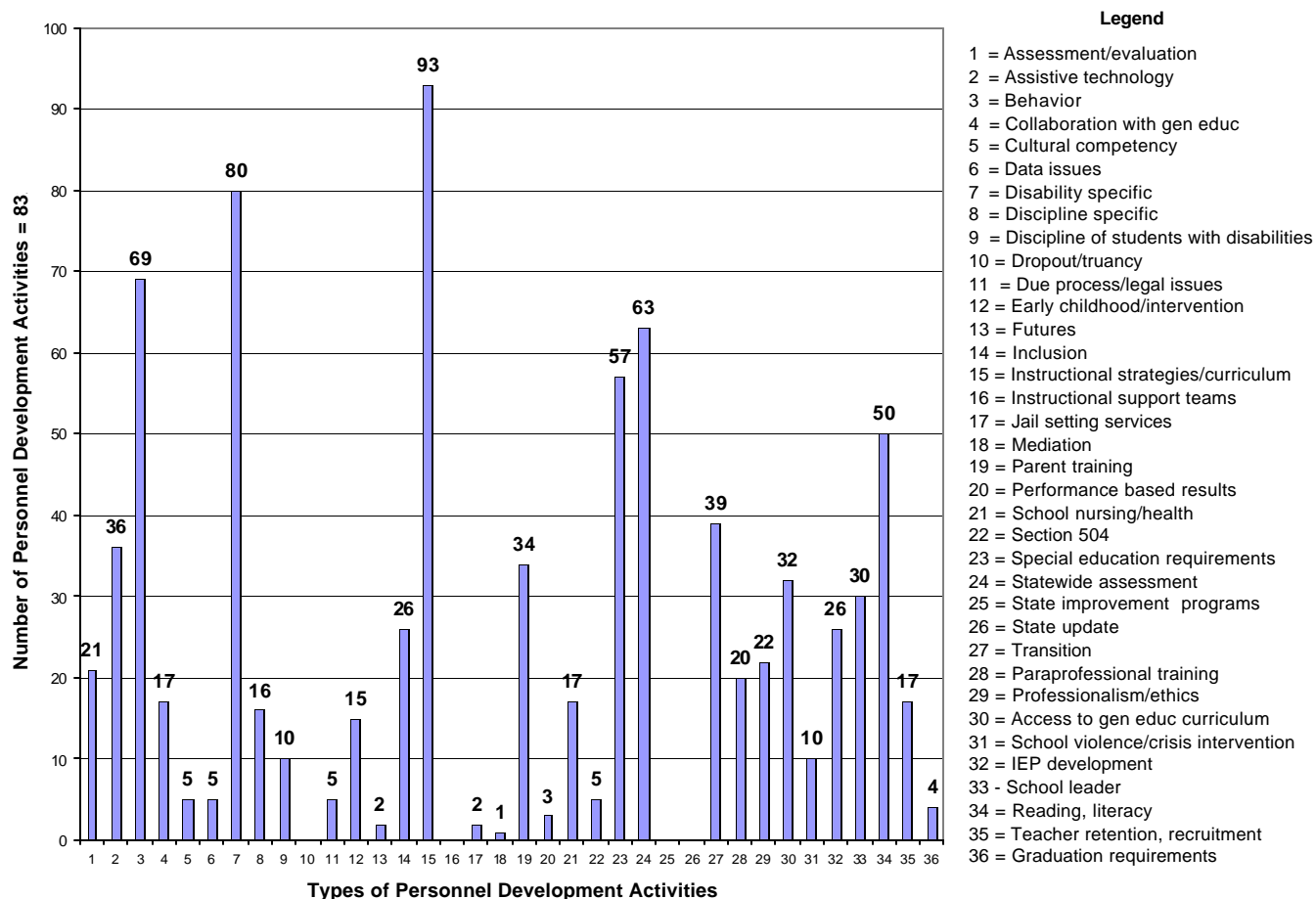
**Explanation** – In the 2000-2001 school year these data were collected through the Comprehensive System of Personnel Development section of the local Annual Plan.

**Comments** – In the 2000-2001 school year 832 personnel development activities were provided. The types of activities were 93 instructional strategies activities representing 11 percent, 80 disability specific activities, 10 percent, and behavior, state assessment, special education requirements, and reading/literacy activities represent 29 percent of the total.

### Data Source

Virginia Department of Education, Division of Teacher Education and Licensure (2000-01). *LEA comprehensive system of personnel development (CSPD) annual plan, 2002, part II*.  
Richmond, Virginia: Author.

**Graph 55 - Number of LEA Personnel Development Activities in Virginia, 2000-01**



## **Improvement Activities for Personnel Development**

### ***Personnel recruitment and retention -***

The Virginia Department of Education will:

- provide increased support to teachers through financial assistance and other means,
- disseminate information about effective recruitment tools and strategies to school divisions,
- provide leadership for establishing teacher preparation programs to address critical need areas, and
- increase collaboration with other agencies and organizations as partners in personnel recruitment and retention.

### ***Continuous training of personnel -***

On-going personnel development activities will address needs related to student achievement and parent/student involvement to:

- provide accessible learning opportunities in multiple formats and locations to address priority issues that impact children and youth with disabilities,
- develop and maintain effective personnel development that meets the needs of general educators and administrators,
- increase collaboration with colleges and universities, and
- improve mechanisms for disseminating effective practices information.

### ***Current personnel development activities include:***

- Commonwealth Special Education Endorsement Program
- Speech Language Pathologist Preparation Grants
- Virginia Consortium for Teacher Preparation in Severe Disabilities
- Teacher Preparation Programs in Visual Impairment
- Teacher Preparation Project in Hearing Impairment
- Educational Interpreter Training Grants
- Tuition Assistance for Special Educators
- Preparation of Paraprofessional Workshops
- Virginia Paraprofessional Training and Supervision Guidelines (in process)
- Institutions of Higher Education & Local Education Agency (IHE/LEA) Partnership Grants
- Providing Resources and Education for Professionals serving children who are deaf or hard of hearing (PREP)
- Cultural Competence Curriculum
- Regional Instructional Support Team Sites

## **Strategic Direction III: Parent and Student Involvement**

### **Goal 5 – Parent and Student Participation**

To improve meaningful parent and student involvement with special education services.

#### **Goal 5**

Increase parents' and students' active participation in special education decision-making.

For many years Virginia has supported parent involvement, but had not compiled information about those activities' impact on parent involvement in special education processes. Performance indicators reflecting progress toward increasing parents' and students' involvement include: participation at various educational decision-making meetings, self perceptions of satisfaction and involvement, attendance at events that provide information and training, and the use of mediation to resolve conflict.

Strategic Direction III, Goal 5, Performance Indicator A

## Parent and student with disabilities participation in Virginia

**Parent and Student Participation Indicator** - This indicator reflects the percentage of parents and students surveyed who indicated that they participate in the special education decision-making process.

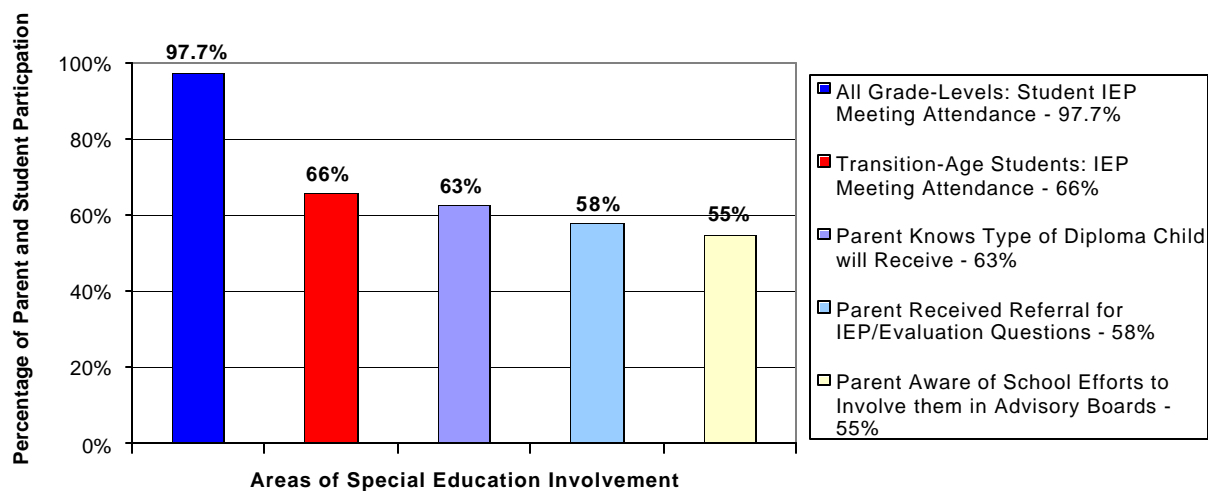
**Explanation** - The survey provides 2001 baseline data, but the low return rate of 17 percent prevents an assumption that the findings are universal to the families in Virginia. However, 714 families completed the survey and 89 percent of 134 Virginia school divisions are represented in the results. Each of the eight disability groups was represented in the return data.

**Comments** - IEP meeting attendance was 97.7 percent for all levels of students (although in a Chi-Square analysis, Black families were significantly less likely to attend). Two-thirds (66 percent) of secondary transition-age students attended their own IEP meeting; 34 percent of parents reported that their children did not attend. Sixty-three percent of parents knew the type of diploma their children would receive upon graduation; 37 percent of parents reported that they did not know the type of diploma. Fifty-eight percent of parents and families reported that they received referral information when their questions involving evaluation or their IEP could not be answered. Family members reported they were moderately aware (55 percent) of efforts to involve them in school meetings and advisory boards.

### Data Source

Virginia Department of Education, Office of Special Education (2001). *Statewide survey of parent & family satisfaction and involvement in special education decision-making process*.  
Richmond, Virginia: Author.

**Graph 56 – Percentage of a Sample of Parents’ and Students’ Participation in the Special Education Process in Virginia, 2001**



Strategic Direction III, Goal 5, Performance Indicator B

## Parent satisfaction with special education in Virginia

**Parent Satisfaction Indicator** - This indicator reports the level of parent satisfaction with special education services.

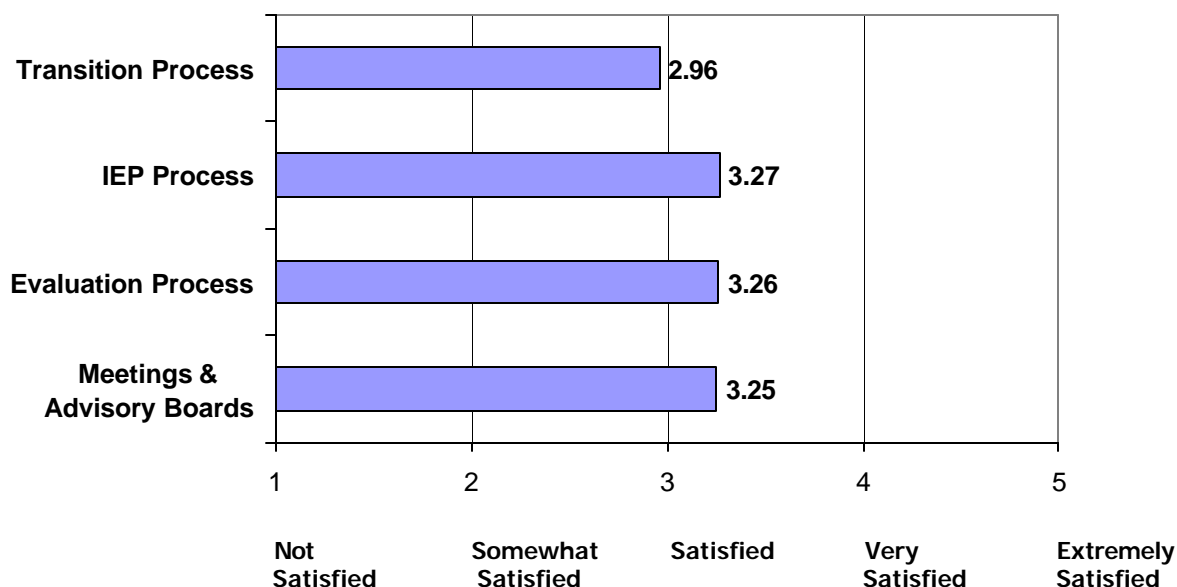
**Explanation** - Although the survey provides 2001 baseline data, the low return rate of 17% prevents an assumption that the findings are universal to the families in Virginia. However, 714 families completed the survey and 89 percent of 134 Virginia school divisions are represented in the results. Each of the eight disability groups was represented in the return data. A five-point scale was used to measure parent satisfaction.

**Comments** - Parents and families reported moderate satisfaction in three of the four areas. Parents give a 3.25 satisfaction rating for the school's efforts to involve them in meetings and advisory boards. Parents gave a 3.26 satisfaction rating for the evaluation process and a 3.27 average satisfaction rating for the IEP process. Parents and families were less than satisfied, with a rating of 2.96, with transition planning at the secondary level. Thirty-nine percent of parents commented that schools did not talk with them regarding transition services; 43 percent said that transition was not mentioned in their IEP; and one-third of parents did not know what type of diploma their child would receive at the end of the school year. Black families were less satisfied with quality issues (explaining, listening, and answering questions) than their white counterparts. Black parents reported moderate satisfaction more often than expected, while many white parents gave responses on either ends of the scale more often than expected.

### Data Source

Virginia Department of Education, Office of Special Education (2001). *Statewide survey of parent & family satisfaction and involvement in special education decision-making process*. Richmond, Virginia: Author.

**Graph 57 - Satisfaction Rating in the Special Education Process from a Sample of Parents in Virginia, 2001**



Strategic Direction III, Goal 5, Performance Indicator C

## Training opportunities for parents in Virginia

**Parent Opportunities Indicator** - This indicator reflects the number of family members of students with disabilities who attended training opportunities funded or provided by the Virginia Department of Education.

**Explanation** – These data were collected through the Virginia Department of Education training session evaluation instrument. VDOE offers a variety of training opportunities to families and parents at Parent Resource Centers (PRC). The department also directs some activities for parents through Training and Technical Assistance Centers (T/TAC) and Parent Educational Advocacy & Training Centers (PEATC).

**Comments** – In the 2000-01 school year T/TACs reported that 1,394 training participants were family members; VDOE reported 1,111 family members; PEATC reported 108 family members; and PRC reported 101 family members for a total of 2,889. In the 2001-02 school year T/TACs reported that 1,801 training participants were family members; VDOE reported 226 family members; PEATC reported 341 family members; and PRC reported 329 family members for a total of 2,842. The parent training topics sponsored by the VDOE and PEATC are listed in Table 22.

In the 2002-03 school year the local educational agencies' Comprehensive System of Personnel Development (CSPD) issued 151 invitations to parents and family members to attend training sessions. This number represents 38 percent of all CSPD training activities, totaling 392.

### Data Source

Virginia Department of Education, Offices of Student Services, Special Education, Due Process and Complaints, Federal Program Monitoring, T/TAC, PEATC, and State Operated Programs (2000-02). [VDOE training session evaluation data]. Unpublished data.

Virginia Department of Education, Division of Teacher Education and Licensure (2002). [Electronic report of the comprehensive system of personnel development data reported by local educational agencies]. Unpublished data.

**Table 21 - Number of Parent/Family Participants by Training Provider in Virginia**

Training Provider	2000-01	2001-02
T/TAC	1,394	1,801
VDOE	1,111	226
PEATC	108	341
VDOE with PRC training	101	329
<b>Total</b>	<b>2,714</b>	<b>2,697</b>

Strategic Direction III, Goal 5, Performance Indicator C, continued

**Table 22 - Parent/Family Training by Topic in 2000-01 and 2001-02**

<b>VDOE Training Topics</b>	<b>PEATC Information and Training Topics</b>
2001 Virginia Special Education Regulations	Becoming Reader
Assessment / Evaluation – Individual Student	Bouncing Back From Life's Hard Knocks
Behavior – Functional Behavior Assessment & Behavioral Intervention Plan	Bullying: Silence Is Acceptance
Collaboration – General Education and Special Education	Coping
Disability Specific – Mental Retardation	Fixations #1: Take Back Your Life!
Extended School Year (ESY), and Surrogate Parents	Fixations #2: Getting Over It
Federal Requirements: Procedural Safeguards,	Fixations #3: Nothing's Broken – Everything's Fixed
Futures	For the Love of Reading Fact Sheet #1 (Speaking the Reading Language)
Individualized Educational Program (IEP)	For the Love of Reading Fact Sheet #2 (Motivation)
Jails	For the Love of Reading Fact Sheet #3 (The Dream)
Mediation	General Curriculum (Access to the General Curriculum)
Paraprofessional Training	How to Talk So Schools Will Listen
Parent Training: PTA, PRC, & Educational Services for Your Child	Ideas for Parents about the IEP Process
School Nurse	Living in America
Speech-Language	Preparing for the Future Part 2 (Taking the Next Steps)
State Assessment System – VAAP, SOL & LPT	Preparing for the Future Part 1 (Graduation: Are You Ready?)
State Improvement Grant (SIG) & State Improvement Plan (SIP)	Put It in Writing – Building a Better Understanding for Your Child
State Update	Reading: What the Experts Say (The Lowdown on the National Reading Panel)
Surrogate Parents	Special Education Advisory Committees in Virginia
Transition	The "Guilts" Part 1 (Living with the "Guilts")
Vision Impairment	The "Guilts" Part 2 (A Legacy Our Children Don't Need)
	The "Guilts" Part 3 (Protecting Siblings From the "Guilts")
	Virginia Special Education Regulations (New Virginia Special Education Regulations)
	Virginia's Alternate Assessment Project
	Virginia's Juvenile Justice Summit for Children and Youth with Disabilities
	What Good is Homework?

**Table 23 - Invitations to Parents for Local Comprehensive System of Personnel Development (CSPD) Training Activities**

<b>School Year</b>	<b>Number of Invitations</b>	<b>Total CSPD Activities</b>	<b>Percentage</b>
2002-03	151	392	38%



Strategic Direction III, Goal 5, Performance Indicator D

## Parent participation in the local monitoring process in Virginia

**Parent Participation in the Monitoring Process Indicator** - This indicator represents parental involvement in the special education monitoring process.

**Explanation** – Phase I of the Virginia Department of Education's monitoring system requires school divisions to conduct a comprehensive self-assessment of the effectiveness and impact of their efforts to provide a free appropriate public education to children and youth with disabilities. School divisions are required to obtain parental input during their self-assessment process and to use the information in making decisions about compliance and program improvement. Also, during Phase II of the monitoring process, school divisions are required to provide parents the opportunity to provide information to the Virginia Department of Education's review team.

**Comments** – Of the 22 school divisions monitored during the 2001-02 school year, each school division provided evidence that supported parental involvement in Phase I and Phase II of the monitoring process. The following analysis resulted from a review of the school division's self-assessment reports and was verified through VDOE's monitoring staff's on-site reviews during Phase II of the review process.

### Data Source

Virginia Department of Education, Office of Federal Program Monitoring (2001-02). [Parent participation in local monitoring process]. Unpublished data.

**Table 24 - Parent Participation in Monitoring Process in Virginia, 2001-2002**

2001-2002 School Year		
Survey Instruments	Self-Assessment Committees	Public Meetings
Each of the 22 school divisions used survey instruments to collect parents' perceptions of special education. A majority of school divisions sent surveys to all parents of students with disabilities while other school divisions surveyed 50 to 75 percent of parents of students with disabilities	Each of the 22 school divisions had at least one or more parents on their self-assessment committees. Parents were given a variety of functions, mainly making classroom observations, reviewing policies and procedures, conducting staff interviews, and tallying the results of surveys and interviews.	Each of the 22 local special education advisory committees, coordinated public meetings in conjunction with the division's director of special education. The meetings provided parents, teachers, and the community the opportunity to make comments about their school division's special education programs and the delivery of services. Attendance at the meetings ranged from 10 parents at one meeting to 125 in another. Some parents who did not attend the meeting, provided written comments to the school or mailed them to VDOE. Members of the review team also conducted telephone interviews in some localities.

Strategic Direction III, Goal 5, Performance Indicator E

## Special education conflicts resolved through mediation in Virginia

**Mediation Indicator** - This indicator represents the number of disagreements between parents and school personnel that are successfully resolved through the state mediation system.

**Explanation** – The Statewide Special Education Mediation System (SSEMS) began to operate in 1999. The common issues raised in mediation cases are: type of service, sufficiency of services, setting of services, and assessment and classification.

**Comments** – During the three-year period reflected in the graph below the number of mediation service requests that were received and processed grew from 49 to 104 (a 112-percentage point increase). Mediation cases increased from 45 to 88 (a 96-percentage point increase) and the number of cases closed prior to mediation also increased from 4 to 16 (a 300-percentage point increase).

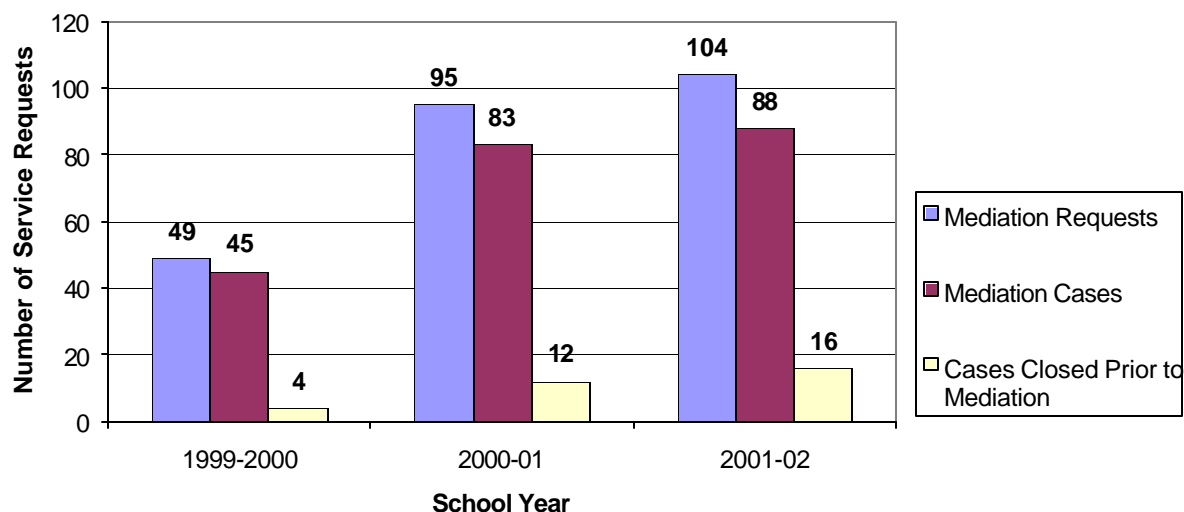
The most common issue raised in mediation cases involved the kind of services, 64 percent in 1999-2000; 54 percent in 2000-01; and 41 percent in 2001-02. The second most common issue is sufficiency of services with 58 percent in 1999-2000; 60 percent in 2000-01; and 70 percent in 2001-02.

The percentage of cases resolved or partially resolved equals the number of resolved cases divided by the number of total cases. In the 1999-2000 school year 78 percent of the cases were resolved. In the 2000-01 school year 75 percent of the cases were resolved. In the 2001-02 school year 82 percent of the cases were resolved.

### Data Source

Virginia Department of Education, Office of Student Services (2003). *Virginia state special education mediation system summary update* (in press). Richmond, Virginia: Author.

**Graph 58 - Number of Mediation Service Requests and Cases that were Received and Processed in Virginia**

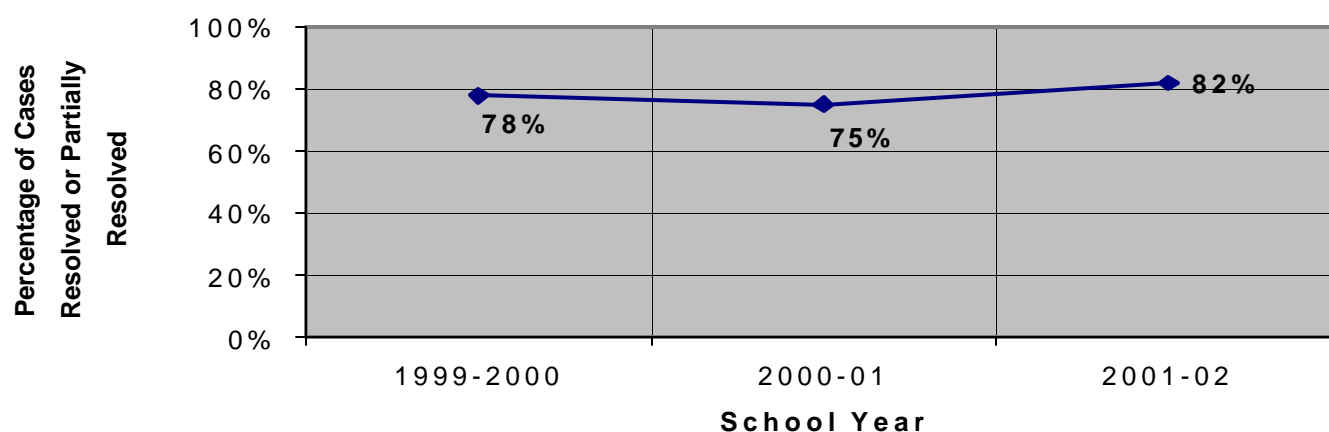


Strategic Direction III, Goal 5, Performance Indicator E, continued

**Table 25 - Percentage and Types of Most Common Issues Raised in Mediation Cases in Virginia**

Most Common Issues	1999-2000	2000-2001	2001-2002
Type of Services	64%	54%	41%
Sufficiency of Services	58%	60%	70%
Setting of Services	49%	37%	31%
Assessment and Classification	38%	28%	26%

**Graph 59 - Percentage of Mediation Cases Resolved or Partially Resolved in Virginia**



## **Improvement Activities for Parent and Student Involvement**

### ***Information development and dissemination -***

The Virginia Department of Education will:

- expand dissemination of information to parents and students, and
- provide information on effective practices that promote student achievement, collaboration, and parent and student involvement.

### ***State-directed local projects -***

The Virginia Department of Education provides support and coordinated assistance to local Parent Resource Centers across the state. The Virginia Department of Education will focus its efforts to target support for parents in areas of the state where there are no local Parent Resource Centers.

### ***Parent involvement on committees -***

The Virginia Department of Education will continue to promote parent involvement in local and state-level activities. Activities that will enhance parent involvement include:

- continue regional parent representation on the State Special Education Advisory Committee,
- continue parent representation on other state committees and task forces, and
- provide guidelines for special education local advisory committees.

### ***Training and technical assistance -***

The Virginia Department of Education will be seeking ways to link parents to existing training and technical assistance activities and disseminate information about these opportunities to parents. Example strategies will:

- support activities that provide school personnel with skills to facilitate parent involvement in special education, including cultural competence in areas where diverse parent representation is needed,
- provide technical assistance to local education agencies for enhancing parent involvement in program improvement and monitoring activities, and
- improve coordination with additional partners for training opportunities.

### ***Data collection, analysis, and use –***

The Virginia Department of Education will expand analysis and use of data to inform the state about parent and student training opportunities. Example strategies will:

- align data collection across projects and agencies, as much as possible,
- increase relevant data collection and analysis, and
- promote the use of data for improvement planning throughout state and local systems.